



## TITLE IV: Safe and Drug Free Schools Annual Program Report Anchorage School District

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**BARTLETT HIGH SCHOOL**  
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### **What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.**

The After School Study Skills and Academic Support program funded by SDFS was placed in daily announcement and the school newsletter. Counselor and administrators also discussed the success of the program during parent meetings.

### **Major Accomplishment**

This is the first year that Bartlett has provided the After School Study Skills and Academic Support program. We felt that keeping teacher-student ration at or below one to twenty was an effective strategy for providing student assistance. All students participating in the program reported an increase in grades. We also felt the strategy of meeting with students on Mondays and Thursdays was effective. This helped students to get organized for the week and then permitted them with an opportunity to plan and prioritize their work for the weekend.

### **Students Served**

Elementary	0
Middle School	0
High School	43

### **Services and Activities Provided:**

During this school year, our school provided the following activities:

- After-School or before-school programs
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- N/A

### **Specialized Program Use**

Our school used the following specialized program(s):

- Red Ribbon Week
- Student Support Groups
- Media Literacy
- Partners in Learning
- Bartlett has a PACE class. PACE trains student to facilitate and lead experientially-based lessons. Students new to Bartlett are placed in a Transitions class where PACE serve as facilitators.

### **Coordination**

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Law enforcement officials

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

UAA Educational Talent Search

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

## **Student and Parent Involvement**

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were not** involved in design, delivering, or critiquing drug or violence prevention programs.

## **Activity Reports**

### **Provide After School Study Skills Instruction and Homework Assistance.**

#### **Brief Description**

Teachers provided a brief lesson in study skills and then assist edstudents with home work. The teachers also facilitated the student forming study groups. Sessions were offered Monday and Thursday. Groups of 20 students will be targeted for each day.

#### **Needs Assessment**

- a. Bartlett High School Student, Staff, and Parent/Guardian Clime Survey Results, Spring 2008

#### **Evaluation Methods**

- a. Pre and post activity student questionnaire

#### **Data Summary**

Our needs assessment suggested that there are many students who feel Bartlett is not a caring and supportive environment. To address this need, we implemented an After School Study Skills and Homework Assistance program to provide an opportunity for marginalized student to see teachers and staff in a caring and supportive role. Additionally, the teachers for the program would work to assist students in forming a network of peers who can support them academically as well as socially.

We administered a pre and post activity questionnaire so we could evaluate the success of our efforts. The questionnaire asked students to rate on a scale of 1 – 5 (with 5 being high) whether there were students and staff at Bartlett that they could go to with academic or personal concerns. Additionally, the questionnaire asked students to list at least three teachers/staff they could go to with academic or personal concerns.

The pre activity average response to the scaled items was in the range of 3.33 to 4.133. (See attached table for details.) The comparison of the pre and post activity results showed a positive change on all on most of the scaled items. The least significant positive change was a 1.9% increase in the category of “I feel there are student at Bartlett I could go to if I had a conflict with another student.” The most significant increased was 13% for the items, “I feel there are teachers/staff at Bartlett I could go to if I have questions about a class. This went from and average response of 4.1 in the pre assessment to a 4.7 in the post assessment. This increase in viewing teacher/staff as academic resources was echoed by the results of item seven, which asked, “Name at least 3 teacher or staffs you fee comfortable speaking to about an academic concern. In the pre evaluation, student on average named 2.2 teachers/staff. On the post assessment, students named 2.8 teachers/staff. This reflects a 28.6% increase.

Item four of the questionnaire asked students to rate, “I feel there are teachers/staff at Bartlett I could go to if I had a conflict with another student.” There was a 6.4% positive increase in this response. Further, when students were asked on item eight, “Name at least 3 teachers or staff you feel comfortable seeking to about a personal concern, there was a significant positive change. On the pre assessment, students listed an average of 1.4 names. On the post assessment, students listed an average of 2.2 names. While these numbers are lower that we would like, this reflects a 55% positive change. Conversely, on item six students were asked, “I feel there are teachers/staff at Bartlett I could go to if I had a serious problem.” This was the only area were the questionnaire reflected a negative change. The average response on the pre-assessment was 3.6 and on the post assessment is was 3.5, which is a negative change of 2.78%. These numbers suggest that students are gradually becoming more comfortable talking to staff, however we still need to work on being seen as a resource for student with serious concerns.

#### **Other Comments**

The teachers participating in the After School Study Skills and Academic Support program felt it was a great opportunity for students. For many students, it provided not only tutor support but also a safe and quiet place to study after school. The teachers stated that they enjoyed working with the students and saw the academic benefits. They felt, however, that the program would be more effective it there were a lower teacher/student ratio. Since the program is open to all students, they were providing tutor support for a wide range of curriculum. Further, they felt the additional staff would provide more resources for our student, which would help to better achieve our goals.

Students reported to the teachers that they enjoyed the program and that their grades went up in all content area except for math. Based on this, the teachers suggested that it would be beneficial to the program if we hired a math teacher as one of the staff.