Year 2 Report: A Quasi-Experimental Evaluation of Lions Quest *Skills for Adolescence* in Two Middle Schools

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The following sections provide a summary of completed project activities and findings for Year 1 and Year 2 of the quasi-experimental evaluation of Lions Quest *Skills for Adolescence*. This report builds on the Year 1 report submitted in 2018 and includes a summary of key findings across both years of the study.

TRAINING AND IMPLEMENTATION

I. Training/Implementation

Program implementation of Lions Quest *Skills for Adolescence* began in the intervention school in September 2016 during the first week of school and continued through May 2018. The school used a 28-week model taught in Social Studies classrooms. This model limits the number of lessons in Unit 4, however the Unit 4 lessons that were not covered by the Social Studies teachers were covered by the health teachers. Main program implementation took place one time per week, for 30-40 minutes during Social Studies for Grades 6-8. In total, nineteen teachers/staff in the intervention school received formal Lions Quest training.

During the 2016-17 school year, the comparison school began the initial planning for implementation of Lions Quest *Skills for Adolescence* during the following year, however, due to changes in leadership and competing priorities, the district ultimately decided that the comparison school would not participate in the study beyond Year 1. As a result, data were not collected from the comparison school in the 2017-18 school year and they did not implement the program. Given this change, the research team and Lions Quest Program leadership decided to collect additional data from the intervention school in Year 2 with a focus on learning more about implementation. Expanded data collection included increasing the number of focus groups, classroom observations, and key-informant interviews. The following sections provide a summary of key findings from analyses of the Year 1 and Year 2 data.

Implementation continued as planned at the intervention school during the 2017-18 school year and no additional training was provided. During the intervention period, data on implementation at the intervention school were collected via weekly implementation logs developed by the research team to capture implementation quantity and the degree to which the program was integrated into the classroom and school context. Implementation logs were completed by all Lions Quest teachers and submitted to the research team weekly. In addition, the research team conducted key informant interviews and focus groups with students and staff during spring 2017 and spring 2018 to capture more detailed information about implementation. Please see data collection schedule and preliminary data analysis in the following sections for more information.

Lions Quest Program Specialist, Kimberly Haynes oversees the provision of technical support at the intervention school. Kimberly is working with the school to provide data driven professional

development. For more information on activities and challenges related to implementation and technical support, please refer to Kimberly Haynes.

II. Site Visits/Meetings

Over the course of the study, the research team (Stephanie Jones and Jennifer Kahn) and the Lions Quest Program Specialist (Kimberly Haynes) worked closely with the comparison school and the intervention school administrators to support project goals. The following includes a brief summary of the key meetings and on-site visits that took place in Year 1 and Year 2:

June 2016

Research team and Lions Quest Program Specialist met with the intervention school and the comparison school principals/leadership and regional Lions Quest trainer to:

- Provide an overview of the project and goals.
- Develop plans for implementation and data collection.
- Plan project kickoff and follow-up.

October 2016

Research team and Lions Quest Program Specialist initial site visit:

- Met with principals at each school to clarify goals and objectives, and to facilitate data collection.
- Led staff meeting at the intervention school to provide an overview of social and emotional learning, the *Skills for Adolescence* program, and the data collection process, including review of measures and timeline.
- Met with the intervention school Lions Quest teachers to build relationships, clarify roles, review data collection, and answer questions.

March 2017

Research team and Lions Quest Program Specialist met with Central Islip District leaders and school leaders from both the comparison school and the intervention school to:

- Further clarify roles and responsibilities.
- Develop communications plans/points of contact.
- Review and plan data collection.
- Discuss potential barriers at the school and/or district level.

April 2017

Research team and Lions Quest Program Specialist met with school leaders at both the comparison school and the intervention school to:

- Review and plan data collection.
- Collect additional information about program implementation and rollout.

April 2018

Research team and Lions Quest Program Specialist met with school leaders at the intervention school to:

- Review and plan data collection, including the addition of measures to learn more about program implementation and impact.
- Collect additional information about program implementation and rollout.

DATA COLLECTION

I. Data Collection Overview

	Year 1		Year 2 (Intervention School Only)	
Measure	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**
Student School Climate Survey	Oct 2016	Apr 2017	Nov 2017	May 2018
Staff School Climate and SEL Beliefs Survey	Oct 2016	Apr 2017	Oct 2017	May 2018
Implementation Logs	Weekly (ongoing)	Weekly (ongoing)	Weekly (ongoing)	Weekly(ongoing)
Classroom Observations (CLASS-S and Lions Quest Checklist)	Oct 2016*	Apr 2017*	N/A	Apr 2018
ASSIST Revised for HGSE LQ	N/A	N/A	N/A	Apr 2018
Student Focus Groups	N/A	Apr 2017	N/A	Apr 2018
Staff Focus Groups	N/A	Apr 2017	N/A	Apr 2018
Staff Key Informant Interviews	N/A	Apr 2017	N/A	N/A

***Denotes intervention school only.

Year 1

As illustrated above, in Year 1, the research team collected weekly implementation logs at the intervention school, conducted classroom observations at the intervention school, and administered student and staff school climate surveys at both schools. The tables below provide an overview of survey administration at both schools.

In fall 2016, the comparison school was unable to administer the staff survey due to issues regarding staff concerns over anonymity and survey content. Despite efforts to resolve these issues, it was determined by the research team and Lions Quest Program Specialist that postponement of the staff survey at the comparison school until spring 2017 would be the best course of action and would provide satisfactory data for the evaluation study.

In spring 2017, the research team collected weekly implementation logs at the intervention school, conducted classroom observations at both schools, and administered student and staff school climate surveys at both schools. At the intervention school, 56 classrooms (social studies and ELA) were observed using the CLASS-S and a Lions Quest Implementation Checklist. At the comparison school, 33 classrooms (ELA) were observed using the CLASS-S.[1] The research team conducted three student focus groups and two staff focus groups at the intervention school, as well as two student focus groups at the comparison school. Additional information about specific measures and findings is provided in the sections below.

Year 2

In fall 2017, the research team collected weekly implementation logs at the intervention school and administered student and staff school climate surveys.

[1] Pianta, R. C., Hamre, B. K, & Minz, S. (2012). Classroom Assessment Scoring System (CLASS). Manual Upper Elementary.

In spring 2018, the research team collected weekly implementation logs at the intervention school, conducted classroom observations, and administered student and staff school climate surveys. At the intervention school, 46 class periods (social studies and ELA) were observed using the CLASS-S and a Lions Quest Implementation Checklist. Because ELA is taught in double periods, 38 classrooms were observed in total. School observations in the entry/exit, hallways, and lunch room were also conducted using an adapted version of the ASSIST Observation System.[2] The research team conducted three student focus groups and three staff focus groups at the intervention school. Additional information about specific measures and findings is provided in the sections below.

II. Data Collection Challenges

The main challenges to data collection included teacher and administrator buy-in, the development of communication processes, and school compliance with the project agreement.

RESULTS—QUANTITATIVE

The sections below provide an overview of the measures, the sample, and results from analysis of the quantitative data collected in Year 1 and Year 2.

I. Student Surveys

Students were surveyed at two time points during each school year (2016-2017 and 2017-2018) using the Conditions for Learning Survey, developed by the American Institutes for Research (AIR). The Conditions for Learning Survey, includes questions that are grouped into the following four scales:[3]

Safe and Respectful Climate: The Safe and Respectful Climate scale measures two things: how physically safe students feel and how emotionally safe students feel. Students who attend safe schools are more likely to be academically engaged and are less likely to exhibit problem behaviors such as drug use or violence. Students are less likely to drop out of safe schools. Items were rated on a 4-point scale with 1=strongly disagree, and 4=strongly agree or 1=not safe, and 4=very safe.

Challenge: The Challenge scale measures how much students perceive that teachers and other adults in the school encourage them to think, work hard, do their best, and connect what they are learning in school to life outside of school. A challenging curriculum, presented in a way that is relevant to students, will promote student achievement. Items were rated on a 4-point point scale with 1=never, and 4=five or more times.

Student Support: The Student Support scale measures how much students feel listened to, cared about, and helped by teachers and other adults in the school. Strong relationships between teachers and students lead to higher academic achievement, even for students who have previously done poorly in school or come from disadvantaged backgrounds. Items were rated on a 4-point scale with 1=never, and 4=five or more times.

Peer Social and Emotional Learning: The Peer Social and Emotional Learning scale measures students' perception of their peers' social and problem-solving skills. Developing students' social and emotional

[2] Rusby JC, Taylor T, Milchak C. Assessing school settings: Interactions of students and teachers (ASSIST) observation system. Eugene, OR: Oregon Research Institute; 2001. Unpublished manual.
[3] American Institutes for Research Guidelines for Using AIR's Conditions for Learning Survey.

learning skills improves their grades, attendance, behavior, and attitudes toward school. Students with good social and emotional skills are less likely to drop out of school. Items were rated on a 4-point scale with 1=strongly disagree, and 4=strongly agree.

Table 1

School Climate Survey Student Response Rates[4]

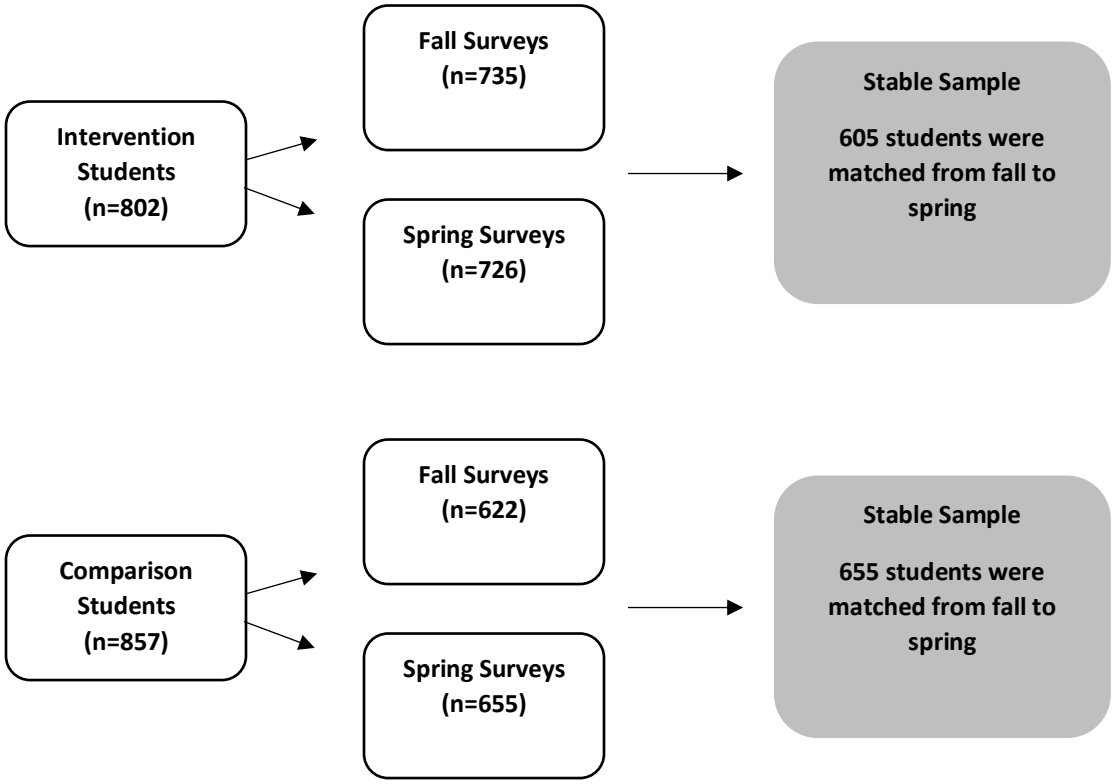
Student School Climate Survey, October 2016			
School	Survey Format	Surveys Completed	Response Rate
Intervention	Online	735	92%
Comparison	Paper	622	73%
Student School Climate Survey, April 2017			
Intervention	Online	726	91%
Comparison	Online	660	76%
Student School Climate Survey, November 2017			
Intervention	Online	651	81%
Student School Climate Survey, May 2018			
Intervention	Online	605	75%

The figures below illustrate the total number of completed surveys at each school at each time point (fall and spring), as well as the stable sample of students, that is those students who were enrolled and took the survey at both time points.

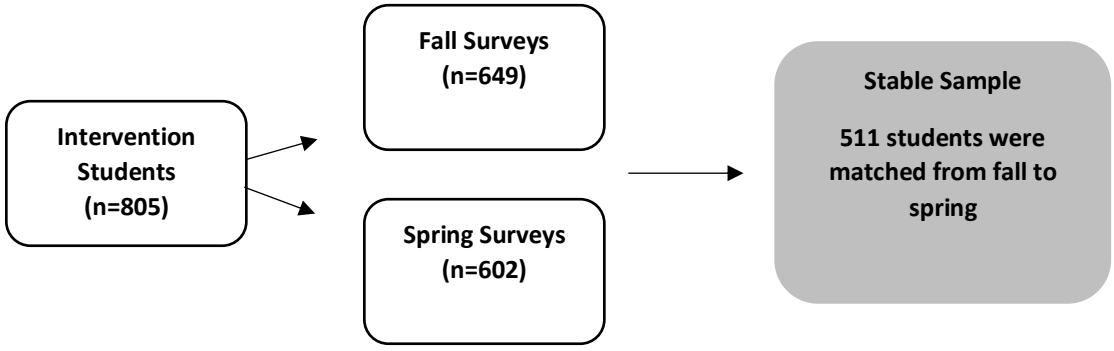
[4] Response rates were calculated as the number of responses divided by the number of students on the full roster provided by the schools.

Figure 1

2016-2017 Student Sample



2017-2018 Student Sample



Within Year Change

The table below presents the scale means for each school in the fall and spring of each year for the stable sample. The statistical tests of change in the means from fall to spring presented below are not tests of the causal effect of the program (because schools were not randomized to condition), although program effects may be responsible for the observed differences.

Table 2

Student School Climate Survey Scale Means and Standard Deviations

	Year 1 (2016-2017), n=302						**Year 2 (2017-2018), n=302**		
	Intervention School			**Comparison School**			**Intervention School**		
	Fall Mean (SD)	**Spring Mean (SD)**	**Change**[5]	**Fall Mean (SD)**	**Spring Mean (SD)**	**Change**	**Fall Mean (SD)**	**Spring Mean (SD)**	**Change**[5]
Safe and Respectful Climate	2.63 (0.50)	2.74 (0.45)	0.13*	2.64 (0.46)	2.54 (0.49)	-0.10*	2.55 (0.31)	2.56 (0.31)	0.01
Peer Social and Emotional Learning	2.45 (0.53)	2.57 (0.53)	0.14*	2.40 (0.48)	2.23 (0.51)	-0.17*	2.56 (0.30)	2.53 (0.35)	-0.03
Challenge	2.75 (0.44)	2.65 (0.57)	-0.09*	2.49 (0.54)	2.69 (0.47)	0.20*	2.75 (0.37)	2.76 (0.39)	-0.01
Student Support	2.75 (0.43)	2.67 (0.51)	-0.06*	2.52 (0.48)	2.61 (0.47)	0.08*	2.37 (0.30)	2.36 (0.33)	0.00

In Year 1, there were statistically significant improvements in the intervention school from fall 2016 to spring 2017 in Safe and Respectful Climate, and Peer Social and Emotional Learning relative to the comparison school which showed statistically significant declines in both areas. The intervention school also showed slight declines in Challenge and Student Support relative to the comparison school. For a breakdown of the mean student school climate survey results by grade, please see Table 1 in Appendix A.

In Year 2, there were no statistically significant changes in the intervention school from fall 2017 to spring 2018 in Safe and Respectful Climate, Peer Social and Emotional Learning, Challenge, or Student Support. For a breakdown of the mean student school climate survey results by grade, please see Table 2 in Appendix A.

[5] Mean differences are examined using paired sample t-tests. Those that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

Across Year Change

Table 3

Student School Climate Survey Scale Means and Standard Deviations—Stable Sample Across Years 1 and 2 (Intervention School)

Fall Y1 - Spring Y2			
	Fall Year 1	Spring Year 2	Change[6]
Safe and Respectful Climate	2.54 (0.40)	2.51 (0.31)	-0.02
Peer Social and Emotional Learning	2.48 (0.48)	2.53 (0.33)	0.05
Challenge	**2.61** (.056)	**2.75** (0.37)	**0.14***
Student Support	2.41 (0.54)	2.36 (.032)	-0.05

As shown in Table 3 above, for the students in the stable sample across Years 1 and 2 (i.e., those in the intervention school who completed the student surveys in fall 2016 and spring 2018), their reports of Safe and Respectful Climate, Peer Social and Emotional Learning, and Student Support did not change overall from the beginning to the end of the study. However, student reports of Challenge did improve significantly between the beginning and end of the study.

Summary

In Year 1, students receiving the Lions Quest Skills for Adolescence program (the intervention school) reported statistically significant improvements in their perceptions of school climate, specifically in their perceptions of physical and emotional safety and peers' social and problem-solving skills relative to students who did not receive the program. In Year 2, there were no statistically significant changes from fall to spring in student perceptions of school climate. However, in Year 2 student perceptions of school climate did not show a statistically significant decline as they did in the control school in Year 1, suggesting a maintenance effect in the Lions Quest school in Year 2. Moreover, for those students who were stable in the sample in the intervention school across both Years 1 and 2 (i.e., they were in 6th grade in Year 1 and in 7th in Year 2 and completed the student surveys), we saw a statistically significant increase from fall of Year 1 to the end of Year 2 in their perception of Challenge, or their view that they are listened to, cared about, and helped by teachers and other adults in the school.

[6] Mean differences are examined using paired sample t-tests. Those that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

II. Staff Surveys

Staff surveys were based on three scales from the Conditions for Learning Survey (Safe and Respectful Climate, Student Support, and Peer Social and Emotional Learning) described above[7] and the SEL Beliefs Scale.[8] The SEL Beliefs Scale includes twelve items which we have grouped into two domains: SEL Instruction (comfort with and commitment to teaching SEL) and Culture/Support for SEL (schoolwide support for SEL).[8] Items were rated on a 5-point scale with 1=strongly disagree, and 5=strongly agree.

Table 4

School Climate Survey Staff Response Rates[9]

Staff School Climate and SEL Beliefs Survey, October 2016			
School	Survey Format	Surveys Completed	Response Rate
Intervention	Online	79	78%
Comparison	N/A	N/A	N/A
Staff School Climate and SEL Beliefs Survey, April 2017			
Intervention	Online	72	71%
Comparison	Online	53	TBD[10]
Staff School Climate and SEL Beliefs Survey, October 2017			
Intervention	Online	55	N/A
Staff School Climate and SEL Beliefs Survey, May 2018			
Intervention	Online	56	N/A

Within Year Change

The table below presents the scale means for each school in the fall and spring of each year for the stable sample. The statistical tests of change in the means from fall to spring presented below are not tests of the causal effect of the program (because schools were not randomized to condition), although program effects may be responsible for the observed differences.

[7] American Institutes for Research Guidelines for Using AIR's Conditions for Learning Survey.
[8] Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers' beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, *30*(3), 219-236.
[9] Response rates were calculated by dividing the number of survey results by the number staff on the roster provided by the schools.
[10] Despite our efforts, we have not received an official count of the comparison school staff (support staff and teachers).

Table 5

Staff School Climate and SEL Beliefs Survey Scale Means and Standard Deviations

	Year 1 (2016-2017)				Year 2 (2017-2018)		
	Intervention			Comparison	Intervention		
	Fall Mean (SD)	Spring Mean (SD)	Change[11]	Spring Mean (SD)	Fall Mean (SD)	Spring Mean (SD)	Change*
Safe and Respectful Climate	2.86 (0.44)	2.84 (0.33)	-0.02	2.50 (0.43)	2.18 (0.31)	2.24 (0.27)	0.06
Peer Social and Emotional Learning	2.31 (0.39)	2.45 (0.48)	0.15*	2.18 (0.45)	2.56 (0.33)	2.50 (0.24)	-0.06
Student Support	3.17 (0.64)	3.45 (0.39)	0.28*	3.10 (0.59)	2.82 (0.45)	3.01 (0.47)	0.19*
SEL Instruction	3.56 (1.38)	4.03 (0.43)	0.48*	3.66 (0.78)	4.10 (0.58)	4.20 (0.57)	0.09
Culture/Support for SEL	3.93 (1.06)	4.28 (0.69)	0.35*	3.56 (0.76)	3.75 (0.32)	3.83 (0.50)	0.08

As shown in Table 5 above and as depicted in Figure 2 below, in Year 1 in the intervention school, there was a statistically significant increase from fall to spring in staff reports of Peer Social and Emotional Learning, Student Support, SEL Instruction, and overall Culture and Support for SEL. For a breakdown of the mean staff school climate and SEL beliefs survey results by classroom type, please see Table 3 in Appendix A.

In Year 2, there was a statistically significant increase from fall to spring in staff reports of Student Support. Statistically significant changes were not observed in any other areas of school climate or SEL beliefs. For a breakdown of the mean staff school climate and SEL beliefs survey results by classroom type, please see Table 4 in Appendix A.

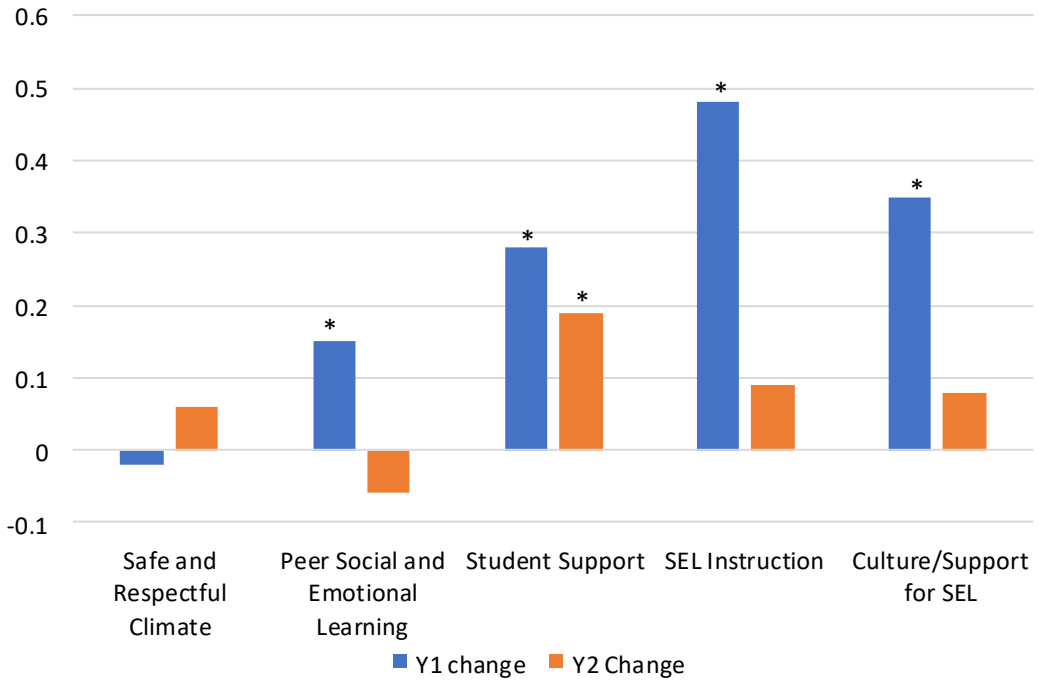
The change in staff survey scores from fall to spring of each year at the intervention school (Figure 6, below) may inform how the programs effects vary by year of implementation. Four of the five areas of the staff survey increased in year one – Peer Social and Emotional Learning, Student Support, SEL Instruction, and Culture/Support for SEL. In the second year of implementation, however, only Student Support saw statistically significant increases. The fifth area, Safe and Respectful Climate, showed no change from fall to spring of either year. This may support the notion that changes are greatest during the first year of implementation. It is worth noting also that in general the levels of Peer Social and Emotional Learning, SEL Instruction, and Culture/Support for SEL did not decline in Year 2. This suggests that what we are observing is a maintenance effect in Year 2 of the gains documented in Year 1. As described below, overall, there were statistically significant improvements from fall of Year 1 to spring of Year 2.

[11] Mean differences are examined using paired sample t-tests. Those that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

* See footnote 11.

Figure 2

Changes in Staff School Climate and SEL Beliefs—Intervention School



Across Year Change

Table 7

Staff School Climate and SEL Beliefs Survey Scale Means and Standard Deviations—Stable Sample Across Years 1 and 2 (Intervention School)

Spring Y1 - Spring Y2 (paired t-test)			
	Spring Year 1	Spring Year 2	Change[12]
Safe and Respectful Climate	**1.81 (0.96)**	**2.25 (0.29)**	**0.44***
Peer Social and Emotional Learning	**1.98 (1.02)**	**2.51 (0.24)**	**0.53***
Student Support	**2.46 (1.28)**	**3.00 (0.43)**	**0.55***
SEL Instruction	**3.29 (1.71)**	**4.22 (0.60)**	**0.93***
Culture/Support for SEL	**2.95 (1.54)**	**3.88 (0.51)**	**0.93***

As shown in Table 7 above, for the school staff in the stable sample across Years 1 and 2 (i.e., those in the intervention school who completed surveys in spring 2017 and spring 2018), their reports on all five

[12] Mean differences are examined using paired sample t-tests. Those that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

scales of school climate and SEL beliefs showed statistically significant improvements from the beginning to the end of the study.

Summary

As with the results reported above for student perceptions, staff perceptions of school climate saw greater increases in Year 1, with statistically significant improvements in their perceptions of Peer Social and Emotional Learning, Student Support, SEL Instruction, and Support for SEL. In Year 2, only Student Support showed a statistically significant increase. However, as shown in Table 7, for those teachers who were stable in the sample across the two years of the study (from the end of spring of Year 1 to the end of spring of Year 2), we see statistically significant improvements across all five scales in the staff survey.

III. Classroom Observations

The Classroom Assessment Scoring System—Upper Elementary (CLASS-UE) includes three domains, which are measured with the specific dimensions as follows:[13]

Emotional Support

Positive Climate: the enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions.

Teacher Sensitivity: the level of teachers' responsiveness to the academic and social/emotional needs and levels of individual students.

Regard for Student Perspectives: the degree to which teachers meet and capitalize upon the social and developmental needs and goals of students for decision-making and autonomy, relevance, having their opinions valued, and meaningful interactions with peers.

Classroom Organization

Behavior Management: how well teachers encourage positive behaviors and monitor, prevent, and redirect misbehaviors.

Productivity: how well the classroom runs with respect to routines, how well students understand the routines, and the degree to which teachers provide activities and directions so that maximum time can be spent in learning activities.

Negative Climate: the level of expressed negativity such as anger, hostility, aggression, or disrespect exhibited by teachers and/or students in the classroom.

Instructional Support

Instructional Learning Formats: how teachers engage students in and facilitate activities so that learning opportunities are maximized.

Content Understanding: what teachers emphasize and approaches used to help students understand both the broad framework and key ideas in an academic discipline.

Analysis and Inquiry: how teachers promote higher-order thinking skills (e.g., analysis and integration of information, hypothesis testing, metacognitions) and provide opportunities for application in novel contexts.

[13] Pianta, R. C., Hamre, B. K, & Minz, S. (2012). Classroom Assessment Scoring System (CLASS). Manual Upper Elementary.

Quality of Feedback: how teachers extend and expand students' learning through their responses and participation in activities.

Instructional Dialogue: how teachers use structured, cumulative questioning and discussion to guide and prompt students' understanding of content.

In addition to these domains, the CLASS-UE includes ***Student Engagement***, a global measure of the overall engagement level of students in the classroom.

Each dimension of the CLASS-UE receives a score on a 7-point scale where 1,2 indicate the low range, 3,4,5 indicate the mid range, and 6,7 indicate the high range.

Within Year

Table 8 below shows the mean domain scores for classroom observations completed in spring 2017 in both schools and in spring 2018 in the intervention school. Any statistical comparisons presented below are not tests of the causal effect of the program (because schools were not randomized to condition), although program effects may be responsible for the observed differences.

Table 8

Classroom Observation CLASS Means and Standard Deviations by Domain

	Year 1 (2016-2017)				Year 2 (2017-2018)		
Domain	**Intervention Average Mean(SD)**	**Intervention ELA Mean(SD)**	**Intervention SS Mean(SD)**	**Comparison ELA Mean(SD)**	**Intervention Average Mean(SD)**	**Intervention ELA Mean(SD)**	**Intervention SS Mean(SD)**
Emotional Support	3.39 (1.06)	3.53 (1.10)	3.12 (0.95)	3.36 (0.99)	3.85 (1.11)	4.21 (1.20)	3.33 (0.70)
Classroom Organization*	5.96 (1.05)	6.28 (0.76)	5.35 (1.26)	6.26 (0.85)	6.41 (0.60)	6.49 (0.53)	6.29 (0.69)
Instructional Support	2.79 (1.20)	3.04 (1.26)	2.31 (0.95)	2.20 (0.83)	2.75 (0.95)	3.00 (1.05)	2.40 (0.65)
Student Engagement	4.74 (1.33)	5.02 (1.24)	4.19 (1.36)	5.11 (1.28)	5.58 (0.91)	5.80 (0.84)	5.26 (0.93)

**Negative Climate is scaled in the opposite direction of other CLASS-UE scales. It is reversed in calculating the Domain score.*

Table 8 shows higher levels of Emotional and Instructional Support in the intervention school in spring of Year 1 relative to the comparison school and the opposite pattern for Classroom Organization and Student Engagement. Table 9 below shows the mean domain scores for classroom observations completed in April 2017 at both schools along with a statistical comparison. As shown in the table, only Instructional Support shows a statistically significant difference, favoring the intervention school, between the schools in spring of Year 1. For a breakdown of the CLASS dimension means and standard deviations, please see Table 5 in Appendix A.

Table 9

Classroom Observation CLASS Means and Standard Deviations by Domain, Year 1 Intervention and Comparison Schools

Domain	**Intervention 2017 Mean (SD)**	**Comparison 2017 Mean (SD)**	***t*-statistic[14]**
Emotional Support	3.39 (1.06)	3.35 (0.99)	0.13
Classroom Organization	5.96 (1.05)	6.26 (0.85)	-1.28
Instructional Support	2.78 (1.20)	2.20 (0.83)	2.28*
Student Engagement	4.74 (1.33)	5.11 (1.28)	-1.19

Across Year Change

As shown in Table 10 and Figure 3 below, three of the four CLASS domains – Emotional Support, Classroom Organization, and Student Engagement - showed significant gains from the end of Year 1 to the end of Year 2 at the intervention school, while instructional support showed no change.

Table 10

Change in Classroom Observation CLASS Means and Standard Deviations by Domain at the Intervention School

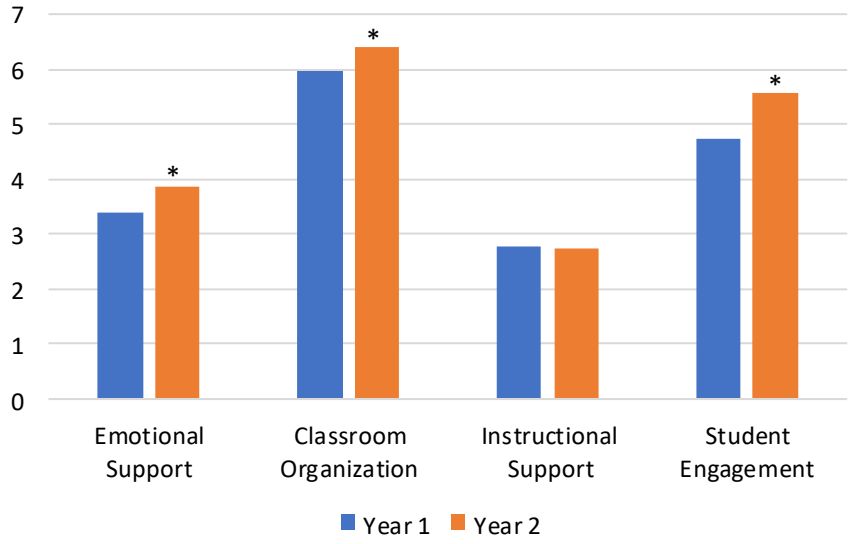
Domain	**Intervention 2017 Mean (SD)**	**Intervention 2018 Mean (SD)**	**Change[15]**
Emotional Support	3.39 (1.06)	3.85 (1.11)	0.46*
Classroom Organization	5.96 (1.05)	6.41 (0.60)	0.45*
Instructional Support	2.79 (1.20)	2.75 (0.95)	-0.04
Student Engagement	4.74 (1.33)	5.58 (0.91)	0.84*

[14] Mean differences are examined using independent sample t-tests. Those that are statistically significant at the p<0.05 level are indicated by an asterisk.

[15] Mean differences are examined using paired sample t-tests. Those that are statistically significant at the p<0.05 level are indicated by an asterisk.

Figure 3

Classroom Observation CLASS Means by Domain—Intervention School



Looking more closely at the specific CLASS dimensions (Table 11 below), the largest increases were in Teacher Sensitivity, Student Engagement, Behavior Management, and Productivity. In addition, none of the dimensions showed statistically significant *decreases* from Year 1 to Year 2 at the intervention school.

Table 11

Change in Classroom Observation CLASS Means by Dimensions—Intervention School

Spring 2017 and Spring 2018 Classroom Observations using CLASS Means by Dimension				
		Intervention 2017 Mean (SD)	**Intervention 2018 Mean (SD)**	**Change[16]**
Emotional Support	Positive Climate	3.55 (1.32)	3.77 (1.43)	0.22
	Teacher Sensitivity	3.93 (1.21)	5.05 (1.29)	1.12*
	Regard for Student Perspective	2.69 (1.16)	2.66 (1.25)	0.04
Classroom Organization	Behavior Management	5.55 (1.52)	6.14 (0.88)	0.59*
	Productivity	5.88 (1.18)	6.37 (0.83)	0.48*
	Negative Climate*	1.56 (0.78)	1.29 (0.49)	-0.26
Instructional Supports	Instructional Learning Formats	3.74 (1.35)	3.83 (1.27)	0.09
	Content Understanding	3.14 (1.60)	3.24 (1.16)	0.10
	Analysis and Inquiry	1.91 (1.07)	1.87 (0.94)	-0.05
	Quality of Feedback	2.82 (1.43)	2.64 (1.18)	-0.18
	Instructional Dialogue	2.35 (1.42)	2.15 (1.09)	-0.19
Student Engagement	Student Engagement	4.74 (1.33)	5.58 (0.91)	0.84*

**Negative Climate is scaled in the opposite direction of other CLASS-UE scales. Higher negativity indicates lower quality.*

In the spring of Year 2, the research team conducted additional observations using an adapted version of the ASSIST Observation System to learn more about school climate and student behavior in school settings beyond the classroom.[17] The ASSIST Observation System includes different dimensions of student and staff behavior. For staff, this includes items related to monitoring student behavior, teacher anticipation and responsiveness, and proactive behavior management. For students, this includes items related to social interactions with peers and adults, compliance, and disruptive behavior. Items are rated using counts of how frequently an item is observed during the given observation period.

[16] Mean differences are examined using paired sample t-tests. Those that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

[17] Rusby JC, Taylor T, Milchak C. Assessing school settings: Interactions of students and teachers (ASSIST) observation system. Eugene, OR: Oregon Research Institute; 2001. Unpublished manual.

Observations using this measure were conducted in the entry area of the school when students entered in the morning and when students departed school at the end of the day, as well as in hallways between classes, and in the school cafeteria during lunch periods. The table below show the averages for teacher and student behaviors during these observation times.

Table 12

School Observations ASSIST Revised for HGSE LQ Means

	Overall	**Entry/Exit**	**Hallway**	**Lunchroom**
Observed Behaviors				
Staff Proactive Behavior Expectations	0.47	0.17	0.42	0.79
Staff Reactive Behavior Management	1.34	0.83	0.67	2.36
Student Non-comply	0.26	0.00	0.00	0.71
Student Disruptive	0.11	0.00	0.00	0.29
Student Profanity	1.16	0.17	0.83	2.29
Student Verbal Aggression	0.95	0.00	0.67	2.00
Student Physical Aggression	0.50	0.00	0.25	1.14
Global Ratings				
Teacher Monitoring	3.37	3.53	2.68	3.73
Teacher Anticipation and Responsiveness	2.56	2.78	1.75	2.99
Teacher Control of the Classroom	3.21	3.16	3.41	3.11
Teacher Proactive Behavioral Management	2.46	2.95	1.78	2.40
Student Compliance	4.11	4.40	4.32	3.70
Student Socially Disruptive Behaviors	0.78	0.52	0.79	1.00
Student Legal Violations	0.00	0.00	0.00	0.00
Lions Quest Fidelity				
Lions Quest Fidelity	0.03	0.00	0.00	0.08

In each setting, more Staff Reactive Behavior Expectations (1.34 per observation) were observed than Staff Proactive Behavior Expectations (0.47 per observation). Student behaviors observed the most were Student Profanity (1.16 per observation) and Student Verbal Aggression (0.95 per observation). These were seen the most in the lunchroom (2.29 and 2.00, respectively), though this may in part be due to longer observation times in the lunchrooms.

Regarding the observation periods as a whole across settings (Global Ratings in the table), teacher ratings were highest for Teacher Monitoring (3.37) and Teacher Control of the Classroom (3.21). Student ratings for Student Compliance was high overall (4.11), but this dropped to 3.70 when considering only the lunchroom. Students Socially Disruptive Behavior was overall 0.78, but the lunchroom was higher with an average of 1.00 per observation period.

There was little to no evidence of the Lions Quest program in the entry/exit, hallways, or lunchroom.

IV. Implementation Logs

During Year 1, Lions Quest teachers at the intervention school (i.e., social studies teachers) were asked to complete weekly logs designed to assess implementation quantity and integration into the classroom/school context (see Appendix B to view the implementation log). The number of logs submitted by teachers varied; some turned in up to 30, while others turned in only one. Based on data from the logs that were returned, teachers reported spending an average of almost 50 minutes per week on Lions Quest. There was no large change in time spent over the course of the year; the average amount spent in early weeks is similar to the average in later weeks, however, fewer teachers turned in logs in later weeks. As illustrated in Table 7 below, teachers spent the most time on Units 2 and 3, averaging about 5,000 minutes each, across teachers and roughly 5 hours per teacher. Fewer teachers spent time on Units 5 and 6, suggesting that many teachers did not get to these units.

Teachers generally thought that students understood the activities (34% very much; 47% a little; 16% somewhat) and that students were enthusiastic about the lessons and activities (36% very much; 40% a little; and 20% somewhat). These variables appear to be associated with one another—in weeks when teachers thought students understood the material, they also thought that students were enthusiastic. In terms of content, there is some evidence that teachers thought students understood and enjoyed later units more than those that came earlier, however most teachers never got to the later units, so this may be due to teacher effects. Teachers also seemed to discuss and send home family connection activities more often in the earlier units than in the later.

During Year 2, teachers completed implementation logs online rather than on paper. This change was initiated based on efforts to increase response rates and on teacher input indicating that completing a form online would be more convenient. Completion rates were generally higher but continued to vary, with some teachers filling out as many as 70, while others submitted only 2. In the logs returned, teachers reported spending an average of almost 45 minutes per week on Lions Quest, a slight decrease from the year before.

As in Year 1, there was no large change in time spent over the course of the year; the average amount spent in early weeks was similar to the average in later weeks, however, fewer teachers submitted logs in later weeks. As shown in Table 13 below, teachers spent the most time on Unit 2, averaging about 6,000 minutes across teachers. As in Year 1, fewer teachers spent time on Units 5 and 6.

Teachers generally thought that students understood the activities (34% extremely; 36% moderately; 21% somewhat; 9% slightly) and that students were enthusiastic about the lessons and activities (36% extremely; 32% moderately; 25% somewhat, 8% slightly). As in Year 1, these variables appear to be associated with one another—in weeks when teachers thought students understood the material, they also thought that students were enthusiastic.

Table 13

Mean Time Spent Per Unit

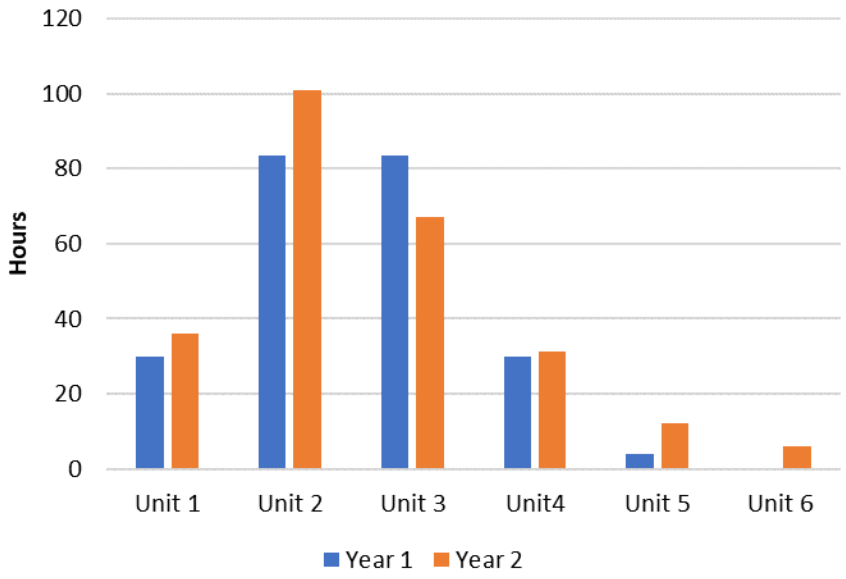
Lions Quest Units Covered, Year 1 (2016-2017)						
	Unit 1	**Unit 2**	**Unit 3**	**Unit4**	**Unit 5**	**Unit 6**
Percentage of teachers who reported spending at least one week on unit	77%	73%	68%	50%	14%	0%
Number of minutes spent on each unit*	1800	5000	5000	1800	230	0
Lions Quest Units Covered, Year 2 (2017-2018)						
Percentage of teachers who reported spending at least one week on unit	100%	92%	75%	42%	33%	8%
Number of minutes spent on each unit*	2161	6054	4027	1875	725	360

**Some teachers had more than one classroom of students and therefore taught a lesson(s) multiple times per week*

As illustrated in Figure 4 below, in each year of implementation, the percentage of time teachers reported spending on each unit declined across the school year. Teachers reported spending the most time on Units 2 and 3, and the least time on Units 5 and 6. Of note, fewer logs were turned in during the spring in both years. While we cannot make causal inferences from these data, there are several factors that may have contributed to the decline in time spent per unit and number of logs submitted including the heavy standardized testing schedule in the spring semester, which requires substantial preparation and administrative time.

Figure 4

Number of Hours Spent on Each Unit



RESULTS—QUALTITATIVE

Qualitative data were collected via fifteen focus groups and key informant interviews during the study period. At the intervention school, focus groups were conducted in spring 2017 with 6th, 7th, and 8th grade students, two groups of teachers (social studies and other mixed subject area teachers), and a key informant interview was conducted with the principal. At the comparison school in spring of 2017, focus groups were conducted with 7th and 8th grade students, and a key informant interview was conducted with the vice principal as a representative of the comparison school administration. In the second year, in spring 2018, focus groups were again conducted at the intervention school at each grade level, sixth through eighth, and three focus groups were conducted with teachers: one with mixed subject area teachers, one with sixth grade teachers, and one with social studies teachers. Thematic content analysis through a combination of etic and emic coding using Nvivo software was used to analyze the information from the focus groups and interviews. The focus of this work was to capture more detailed information about implementation of Lions Quest *Skills for Adolescence* and to better understand what works in implementation and where there may be opportunities for improvement.

School Differences

While the comparison school and the intervention school serve very similar student populations and are in fact, next door to one another, a couple of contextual factors are worth noting. At the time our study began, unlike the intervention school, the comparison school was just coming out of state receivership and awaiting a leadership change. The comparison school was presented with the opportunity to participate in this study following the intervention school's interest in adopting the program. As noted in the study design, it was expected that the comparison school would receive the program one year later than the intervention school.

Given the limited data from the comparison school and the fact that they did not implement the program, the following sections focus on qualitative findings from the intervention school.

Implementation Successes

Finding from the qualitative data suggest that school staff and students had positive perceptions of the program. The principal noted positive differences in the dynamics between students and teachers. At the end of Year 1, the principal commented:

> "I do see some changes in teachers. I see the teachers are allowing students to have voices in class, so I like that. Some of the activities that are embedded in the program allows the teachers to kind of allow the students to be more active participants, and I like that."

Teachers also saw positive changes in students' feelings of safety in school that they attribute to the program. One teacher says:

> "I get the feeling, that this year the kids feel very safe in their classroom, you know. And they seem to feel safe with coming and telling us whatever happens, you know, at least for the most part. I'd say if
> you'd have to say 100%, no, but maybe 95% of them would definitely come to tell you Ms. ___, Ms.____, Ms._____ this is what happened. You know. And then we take care of
> it. So I think there's a safety net there."

Many teachers remarked that they appreciated Lions Quest as a "door opener" to conversations they would not otherwise have: "they all want to tell you about their own personal perspective, and then it

goes on and they ask questions [...] it allows you to open the door to these conversations. Typically you don't have a door opener."

Students also reported enthusiasm for various aspects of the program. They liked the role-plays, as well as the discussions and activities that felt relevant to their lives, including those regarding social connection and interaction in difficult or complex situations. One eighth grader remarked how he liked how the activities address real-world situations:

> "I like the activities. And I like how you have to put yourself into the situation that they give you. Like, for example, if it asks you a question about what would you do if someone was being bullied. You get to put yourself into that situation as if it was real. And you get to answer the question, like how would you do in real life."

Students discussed how Lions Quest allowed them to socialize and interact positively with classmates outside of their regular friend circles. One seventh grade student explained how he made a new friend through a Lions Quest activity:

> "I realized we had a lot in common, because we play with each other and I got to know her, and it turns out that she was a good person to be around. She has a positive energy that was good for us."

Another seventh-grade student remarked on the positivity and connection that the class feels as a whole after doing Lions Quest activities:

> "Every time we do a Lions Quest we all walk out with a positive attitude. It gets us, you know, happy I guess, because sometimes if we do it, we do activities where we're all in a group then we see the joy and we see people laughing and, you know, they're happy, but we're still learning. So then there's this activity where you have to like, you'd have a yarn ball and then you throw it around the class. [...] And it'll show the connections between you guys, every time you get the ball, you had to say something about you. It feels nice."

These are important positive signals about the program as a whole and underscore some of the positive trends in the school climate survey data described above, as well as the positive shifts in both teacher and student perceptions of the program between the first and second year of our study.

Implementation Challenges

The qualitative data also suggest that school staff and students experience some challenges and barriers to implementation. These barriers fall into four broad categories and include (1) lack of staff buy-in; (2) questions about the specific implementation model; (3) the desire for more support and training; and (4) concerns about program fit.

Buy-In

The qualitative data suggest low teacher buy-in at the intervention school. Specifically, teachers were concerned about time constraints and competing academic priorities as well as program relevance, both in terms of cultural and contextual relevance, as well as developmental appropriateness. Teachers also anticipated low parent engagement.

Implementation Model and Allocated Time

Related to buy-in, teachers overwhelmingly had concerns about the implementation model. The intervention school decided to use a 28-week model, in which the curriculum would be taught primarily by social studies teachers once per week during a forty-minute block. School leadership and teachers, both social studies and other subject area teachers, noted that this was not ideal for several reasons. As indicated by staff, this model isolated the program to social studies classrooms and did not provide adequate support for integration into other classrooms and school contexts. Social studies teachers also brought up time constraints, with one teaching remarking, "From our perspective, to take away 20% of your school year, is a terrible amount of time." Teachers overwhelmingly felt that the program had fallen on the responsibility of the social studies teachers and that there was little collaboration across teachers regarding implementing the program.

Teachers also raised specific challenges tied to time and behavior management. Specifically, they worried that the lessons themselves and the prep time needed to teach them were time consuming. Teachers indicated that the books were not always easy or relevant and extra time was needed to adapt material and prepare PowerPoints or handouts. Teachers also discussed behavioral issues such as losing time during transitions and dealing with individual students who tended to derail Lions Quest lessons for the rest of the class ("one kid who disrupts the whole flow"). Behavior management challenges were also expressed by students who mentioned classmates disrupting lessons by talking, using cell phones, or otherwise not participating.

Training and Support

Teachers also raised issues related to training and support, noting that they generally needed more training and more planning time. Teachers discussed how they felt that the training could have been clearer and more directly focused on their own preparation for teaching the material, rather than on becoming familiar with the program in general. We interpret this to mean they would have liked more training time to be allocated to practice and perhaps to making a plan for implementation in their classrooms. Specifically, teachers indicated that they would like more internal collaboration and planning. The principal commented, "[Teachers] didn't get a chance to look over the curriculum, and share the curriculum with colleagues and say, Hey, what does that mean? How does that lesson work?' They didn't get a chance to do that."

Some teachers' negative comments also suggest that they lacked confidence, buy-in, and base-knowledge about teaching social and emotional learning. For example, one social studies teacher said, "Well, I did the one on feelings, and there's only so much I can do with that. And I mean, and I'm not even trying to be just a dopey guy either… How do I talk about feelings, man? There's only so much I can sell, you know!"

Contextual Fit

Another perceived barrier to successful implementation was teachers' perceptions that the program did not necessarily fit the needs of their student population. Teachers in both years of the program reported that they had to make adaptations to the curriculum based on race, ethnicity, class, background, and the maturity of content to make it more relevant to their students. One teacher commented, "I try to come up with my own examples and stuff like that. Because some of it … it doesn't relate to our kids. It's very middle class and our students are not middle class." The burden of adapting the content to be more relevant to the student population was reported to be an additional source of teacher stress on top of the other time-related challenges discussed above.

Cultural sensitivity and relevancy were often brought up by teachers as something lacking in the program. This includes the need to show more diverse students in program materials and include stories/scenarios that are representative of the diverse ethnic backgrounds, cultures and life experiences of the students. The principal makes the point of saying that the program is working for what it intends to work for, developing universal social and emotional skills, but it sometimes feels as though it isn't working to meet the *students' actual needs in this school.* For example, students in in this study must navigate incidents of serious community violence every day, a topic which is not directly addressed by the program. In the context of exposure to community violence it is understandable that teachers report the program to be "irrelevant" to students' specific needs and experiences. There is a general sense across participants that the program was designed for a different student population from theirs: one that faces less community violence and subsequently copes with less trauma.

SUMMARY AND RECOMMENDATIONS

The data illuminate several key findings that are aligned with what we know more broadly in the field of social and emotional learning and implementation science. To begin, well-implemented, universal approaches to social and emotional learning do result in improvements in relevant student and teacher outcomes as well as in classroom practice. But implementation is typically variable and there are key lessons that if addressed can result in more robust and sustained impacts. We list these below in the form of recommendations.

- Program planning and buy-in is important for successful implementation.
- Social and emotional learning must be prioritized and integrated.
- Adults need ongoing support and training, including building their own SEL skills, and when learning a new approach they need time to practice, plan, and collaborate.
- Social and emotional learning should be developmentally and culturally aligned to the needs of students (and adults) and should be integrated across settings, including school, home, and community.
- Students are more likely to benefit from social and emotional learning when it is embedded across settings and throughout daily interactions.
- When implementing SEL with a population that has faced trauma and other adversity, special care must be given to selecting relevant and appropriate curriculum, strategies and resources.

Many of these recommendations for future programming stem from the need to create more buy-in at various levels. The training itself could benefit from being restructured to prioritize teacher buy-in, program clarity, and to create a sense of community and shared responsibility among implementing teachers.

Finally, we recommend that future programming be more culturally sensitive and contextually responsive. Dedicated time specific to contextualization should be included into the planning period. If time is taken at the outset of the program to get to know the school, the community, and the student needs (whether SPED students, recent immigrants, students facing trauma, etc.), then the lessons and the training could be adapted to more carefully meet the specific needs of the population. Responding to the student populations' social and emotional needs through a more culturally responsive and targeted approach, could allow the positive aspects of the Lions Quest program, which were celebrated

by staff, students and teachers alike, to have an exponentially greater impact on student- teacher- and school-level outcomes.

Taken together, the data highlight the need for programs and strategies that are flexible and adaptable to the needs of the context in which they are used. As demonstrated by the quantitative findings, we are likely to see some broad improvements in positive outcomes when using a sequenced and prescribed approach to social and emotional learning. However, an approach that is also flexible, adaptable, and easier to integrate into daily practice may further grow and sustain these positive outcomes.

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Appendix A

The tables below illustrate the scale means for each school in the fall and spring by grade level for the stable population of students (only those students enrolled in both the fall and the spring). These tests are not tests of a causal effect of the program, although program effects may be responsible for changes and differences.

Table 1

Student School Climate Survey Scale Means By Grade—Stable Sample Year 1

	Student School Climate Survey Scale Means, Year 1 (2016-17) Mean (Standard Deviation) by Grade Level—Stable Sample					
	Intervention Fall 2016	**Intervention Spring 2017**	**Intervention Change**[18]	**Comparison Fall 2016**	**Comparison Spring 2017**	**Comparison Change**[18]
Safe and Respectful Climate						
Grade 6	2.77 (0.49)	2.89 (0.41)	0.10*	2.74 (0.46)	2.63 (0.50)	-0.11*
Grade 7	2.53 (0.47)	2.66 (0.45)	0.12*	2.67 (0.46)	2.49 (0.49)	-0.18*
Grade 8	2.51 (0.50)	2.65 (0.43)	0.17*	2.50 (0.42)	2.48 (0.49)	-0.02
Peer Social and Emotional Learning						
Grade 6	2.63 (0.55)	2.82 (0.46)	0.19*	2.63 (0.47)	2.43 (0.55)	-0.20*
Grade 7	2.34 (0.46)	2.45 (0.46)	0.12*	2.29 (0.46)	2.12 (0.49)	-0.17*
Grade 8	2.32 (0.49)	2.41 (0.53)	0.10*	2.23 (0.39)	2.10 (0.49)	-0.13*
Challenge						
Grade 6	2.81 (0.41)	2.70 (0.54)	-0.10*	2.69 (0.34)	2.87 (0.43)	0.18*
Grade 7	2.76 (0.42)	2.62 (0.54)	-0.15*	2.32 (0.66)	2.64 (0.48)	0.32*
Grade 8	2.68 (0.46)	2.64 (0.53)	-0.04	2.50 (0.41)	2.53 (0.43)	0.03
Student Support						
Grade 6	2.80 (0.44)	2.77 (0.48)	-0.03	2.76 (0.35)	2.78 (0.43)	0.01
Grade 7	2.75 (0.41)	2.61 (0.47)	-0.14*	2.33 (0.54)	2.54 (0.47)	0.21*
Grade 8	2.67 (0.42)	2.64 (0.48)	-0.04	2.47 (0.38)	2.47 (0.47)	-0.01

[18] Mean differences that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

Table 2

Student School Climate Survey Scale Means By Grade—Stable Sample Year 2

	Student School Climate Survey Scale Means, Year 2 (2017-2018) Mean (Standard Deviation) by Grade Level—Stable Sample		
	Intervention Fall 2017	**Intervention Spring 2018**	**Intervention Change**[19]
Safe and Respectful Climate			
Grade 6	2.61 (0.28)	2.66 (0.30)	0.05*
Grade 7	2.52 (0.34)	2.49 (0.31)	-0.03
Grade 8	2.53 (0.31)	2.54 (0.32)	0.01
Peer Social and Emotional Learning			
Grade 6	2.58 (0.29)	2.56 (0.37)	-0.02
Grade 7	2.55 (0.31)	2.52 (0.33)	-0.03
Grade 8	2.55 (0.28)	2.51 (0.35)	-0.04
Challenge			
Grade 6	2.78 (0.35)	2.84 (0.37)	0.06*
Grade 7	2.75 (0.37)	2.72 (0.41)	-0.03
Grade 8	2.72 (0.38)	2.72 (0.36)	0.00
Student Support			
Grade 6	2.39 (0.27)	2.40 (0.33)	0.01
Grade 7	2.35 (0.32)	2.35 (0.32)	0.00
Grade 8	2.36 (0.30)	2.33 (0.34)	-0.03

[19] Mean differences that are statistically significant at the $p<0.05$ level are indicated by an asterisk.

The tables below illustrate the scale means by classroom type for the intervention school in the fall and spring. These tests are not tests of a causal effect of the program, although program effects may be responsible for changes and differences.

Table 3

Staff School Climate and SEL Beliefs Survey Means by Classroom Type Year 1

	Year 1					
	Intervention Fall 2016 ELA	**Intervention Fall 2016 Social Studies**	**Intervention Spring 2017 ELA**	**Intervention Spring 2017 Social Studies**	**Intervention Change ELA**[18]	**Intervention Change Social Studies**
Safe and Respectful Climate	2.65 (0.26)	2.93 (0.66)	2.74 (0.21)	2.77 (0.24)	0.10	-0.16
Peer Social and Emotional Learning	2.25 (0.25)	2.23 (0.37)	2.29 (0.35)	2.23 (0.51)	0.04	-0.01
Student Support	3.38 (0.53)	3.03 (0.92)	3.49 (0.35)	3.33 (0.41)	0.11	0.31
SEL Instruction	4.08 (0.53)	3.50 (1.43)	4.03 (0.48)	4.02 (0.32)	-0.06	0.52
Culture/Support for SEL	4.36 (0.57)	3.81 (1.02)	4.36 (0.56)	4.54 (0.46)	0.00	0.73

Table 4

Staff School Climate and SEL Beliefs Survey Means by Classroom Type Year 2

	Year 2					
	Intervention Fall 2017 ELA	**Intervention Fall 2017 Social Studies**	**Intervention Spring 2018 ELA**	**Intervention Spring 2018 Social Studies**	**Intervention Change ELA**[18]	**Intervention Change Social Studies**
Safe and Respectful Climate	2.19 (0.16)	2.38 (0.26)	2.33 (0.13)	2.22 (0.26)	0.13*	-0.16
Peer Social and Emotional Learning	2.58 (0.25)	2.61 (0.22)	2.51 (0.27)	2.59 (0.24)	-0.07	-0.02
Student Support	2.84 (0.45)	2.74 (0.49)	3.12 (0.38)	3.05 (0.42)	0.28	0.31
SEL Instruction	4.19 (0.52)	4.34 (0.47)	4.23 (0.60)	4.03 (0.72)	0.04	-0.31
Culture/Support for SEL	3.70 (0.35)	3.82 (0.24)	3.83 (0.44)	3.89 (0.63)	0.13	0.06

Table 5

Classroom Observation CLASS Means by Dimension

		Year 1 (2016-2017)				Year 2 (2017-2018)		
		Intervention			Comparison	Intervention		
		Mean (SD)	ELA Mean (SD)	SS Mean (SD)	Mean (SD)	Mean (SD)	ELA Mean (SD)	SS Mean (SD)
Emotional Support	Positive Climate	3.55 (1.32)	3.72 (1.33)	3.22 (1.27)	3.89 (1.54)	3.77 (1.43)	4.26 (1.50)	3.08 (1.00)
	Teacher Sensitivity	3.93 (1.21)	4.12 (1.24)	3.58 (1.10)	4.09 (1.45)	5.05 (1.29)	5.30 (1.39)	4.71 (1.07)
	Regard for Student Perspective	2.69 (1.16)	2.76 (1.19)	2.56 (1.11)	2.09 (0.82)	2.66 (1.25)	2.98 (1.43)	2.21 (0.77)
Classroom Organization	Behavior Management	5.55 (1.52)	6.01 (1.05)	4.67 (1.87)	5.76 (1.38)	6.14 (0.88)	6.30 (0.68)	5.92 (1.08)
	Productivity	5.88 (1.18)	6.24 (0.82)	5.22 (1.47)	6.39 (0.78)	6.37 (0.83)	6.35 (0.95)	6.39 (0.66)
	Negative Climate*	1.56 (0.78)	1.41 (0.70)	1.83 (0.86)	1.37 (0.88)	1.29 (0.49)	1.19 (0.37)	1.45 (0.60)
Instructional Supports	Instructional Learning Formats	3.74 (1.35)	3.90 (1.42)	3.44 (1.20)	3.11 (1.24)	3.83 (1.27)	4.17 (1.35)	3.34 (0.99)
	Content Understanding	3.14 (1.60)	3.51 (1.53)	2.38 (1.50)	2.35 (1.43)	3.24 (1.16)	3.39 (1.35)	3.03 (0.81)
	Analysis and Inquiry	1.91 (1.07)	2.16 (1.00)	1.44 (1.08)	1.20 (0.49)	1.87 (0.94)	2.15 (0.99)	1.44 (0.68)
	Quality of Feedback	2.82 (1.43)	3.09 (1.58)	2.31 (0.94)	1.70 (1.07)	2.64 (1.18)	2.87 (1.31)	2.32 (0.90)
	Instructional Dialogue	2.35 (1.42)	2.54 (1.61)	1.97 (0.92)	2.61 (1.21)	2.15 (1.09)	2.41 (1.29)	1.79 (0.61)
Student Engagement	Student Engagement	4.74 (1.33)	5.03 (1.24)	4.19 (1.36)	5.11 (1.28)	5.58 (0.91)	5.80 (0.84)	5.26 (0.93)

**Negative Climate is scaled in the opposite direction of other CLASS-UE scales. Higher negativity indicates lower quality.*

APPENDIX B

LIONS QUEST Classroom Teacher Log

Teacher: _____ School: _____Period: _____ Grade_: _____ Week of: _____

Unit#: _____ Lesson #:_____ Lesson Name: _____

1. **Did you teach the above lesson to more than one class of students this week? If so, how many different classes? _____**
2. **Indicate the total amount of time spent on Lions Quest activities/lessons each day (in minutes): _____**
   M T W Th F

	Mon.	Tues.	Wed.	Thurs.	Friday
I. Discovering					
Previewed the lesson					
Used projectable					
Asked students open-ended question about lesson topic					
II. Connecting					
Introduced lesson topic encouraging student discussion/examples					
Used projectable					
Taught lesson content					
Modeled lesson main concept or skill					
Asked student open-ended question about new content					
III. Practicing					
Explained activity					
Modeled activity					
Engaged students in lesson activity					
Asked students to reflect individually using journals					
Engaged students in class reflection					
IV. Applying					
Asked students to complete 'Applying' page in journals					
Assessed students during lesson activity in 'Practicing'					
Reviewed students' responses to 'Applying' page in journals					
Energizers and Ticklers					
Energizer/tickler activity. Name of activity_____					
Energizer/tickler activity. Name of activity_____					
Energizer/tickler activity. Name of activity_____					
Building Skills Beyond the Lesson					
Reinforcement activity. Name of activity _____					
Reinforcement activity. Name of activity _____					
Enrichment activity. Name of activity _____					
Enrichment activity. Name of activity _____					
Family Connection					
Engaged students in family connection discussion					
Sent home family connection worksheet. Title:_____					

Please think about ALL the Lions Quest activities/lessons you completed this week and circle the appropriate number for the following two questions.

1. How well did your students **understand** the activities/lessons?	1=Not at all	2	3	4	5
2. How **interested** and **engaged** were the students in the activities/lessons?	1=Not at all	2	3	4	5