



RAISING STUDENT ACHIEVEMENT THROUGH CLIMATE, CONNECTEDNESS & SOCIAL EMOTIONAL SKILLS

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Thoughts on Surveys

- **Surveys are a snapshot in time.**
- **The subjects (students) of the survey change from year to year.**
- **In small samples a few students can radically change the results.**
- **Schools missions and clients differ.**

➤ **As an adult, what skills do you use in your everyday professional and personal lives?**



Desired Outcomes

Creative, Perceptive Thinker

Effective Communicator /Producer

Community and Global Contributor

Knowledge Seeker

Self-Directed, Reflective Learner

Wellness Advocate

Respectful Collaborator

2008 School Climate and Connectedness Survey (SCCS)

- **First surveys in 2005**
- **Survey administered in 242 schools across 33 districts.**
- **Valid surveys from 30,124 students and 4,730 staff.**
- **5th - 12th grades eligible**
- ***Positive change* in school climate and connectedness is related to significant *gains* in student scores on achievement - statewide**

School Climate and Connectedness and Risk Behaviors

Across all scales for both staff and students, there was a significant relationship between positive school climate and connectedness and reduced student risk behaviors.

QS2 and Former QS2 Versus Never QS2

Districts that are or were supported by QS2 showed significantly higher student and staff ratings for school climate and connectedness across most subscales when compared with districts that never had QS2 support.

Southwest Region School District

- **1 year of data presented in this report...2008**
- **SWRSD is consistently higher than the average across the subscales for all 33 districts**

- **Staff ratings for school climate were lower than average across all 33 districts**
- **Students report lower instances of delinquent behavior and drug/alcohol use during school and school events than the average across the subscales for all 33 districts while staff report higher instances than average**

Demographics

GRADES

6th	34
7th	40
8th	58
9th	34
10th	34
11th	18
12th	20

GENDER

Males	130
Females	107



What is Surveyed?

School Climate

School Connectedness

Risk Behaviors

Social Emotional Skills

School Climate

...The tone in and attitudes toward a school

...Classroom and common area management

...High, clearly stated expectations concerning individual responsibility

...Teachers and staff who consistently acknowledge all students and fairly address their behavior

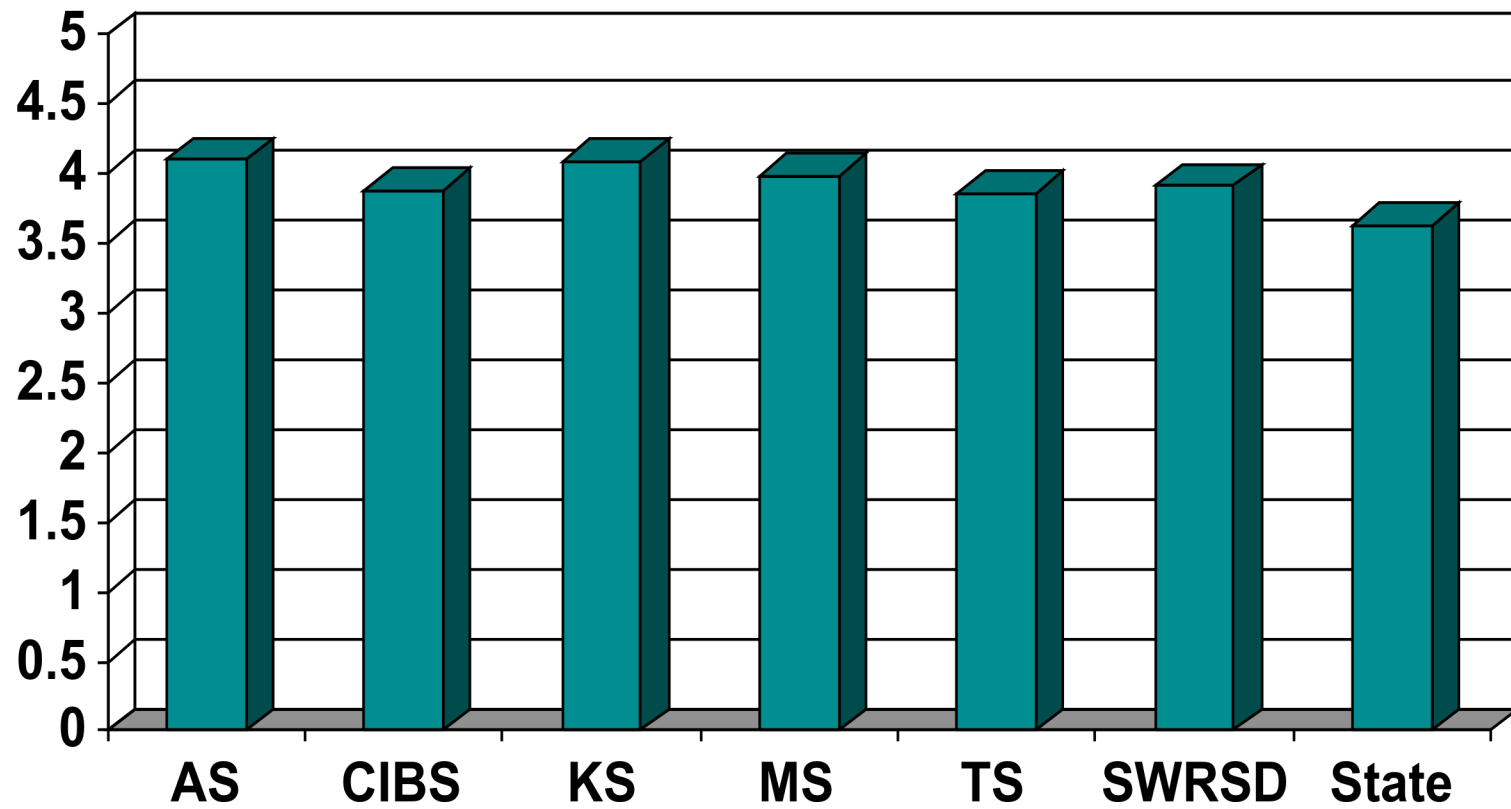


SCHOOL CLIMATE =

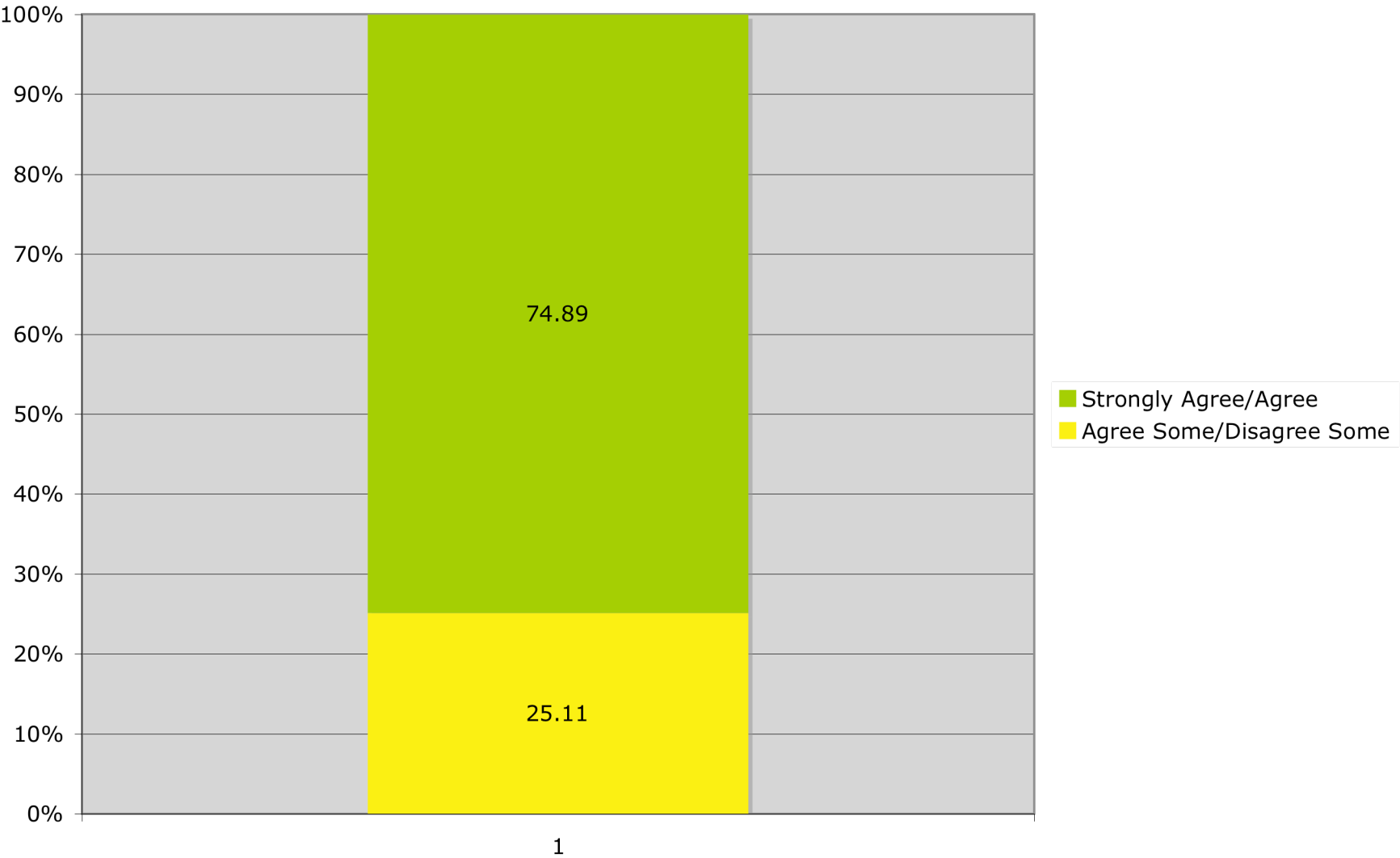
- High Expectations**
- School Safety**
- School Leadership**

School Climate

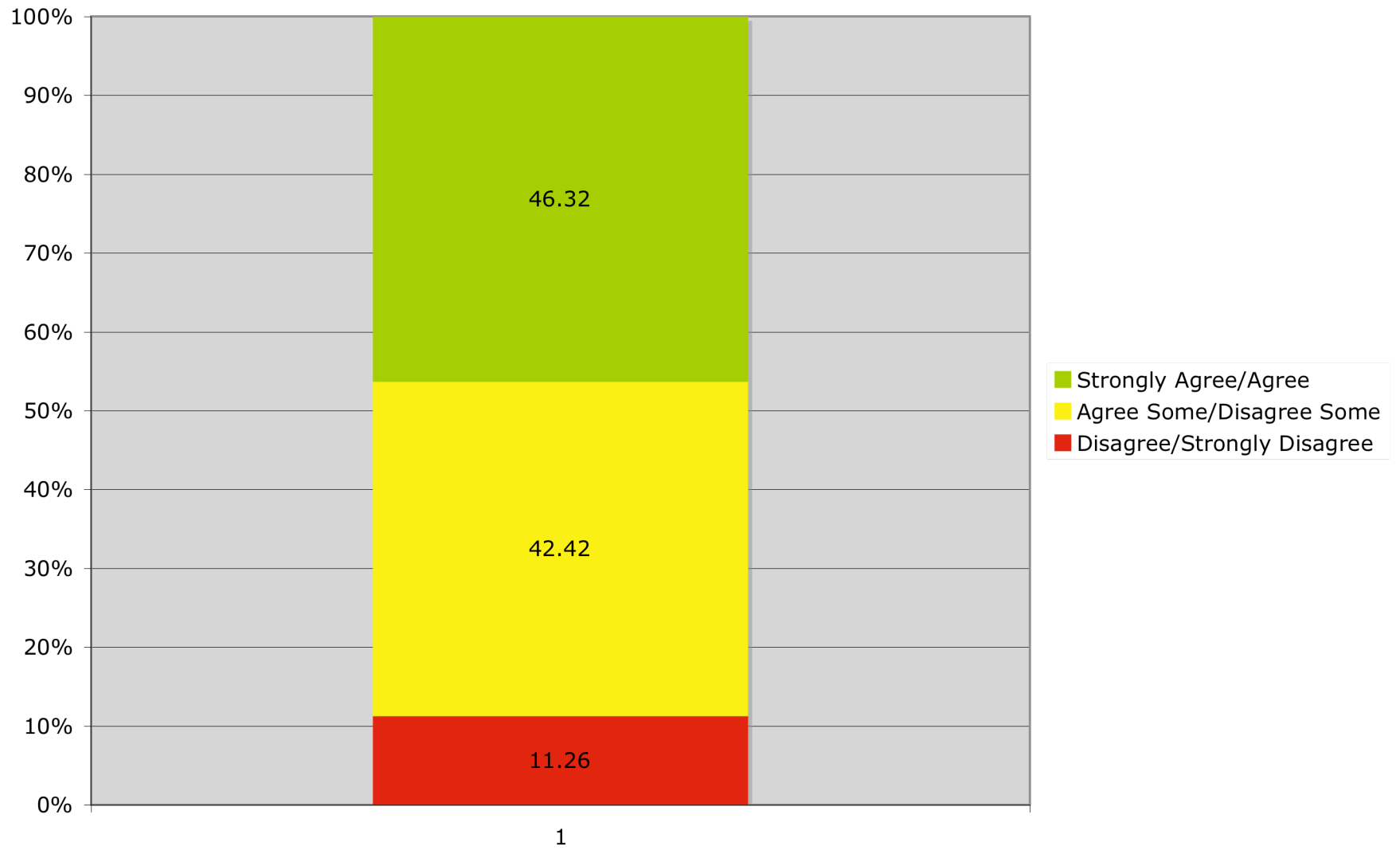
■ 2008



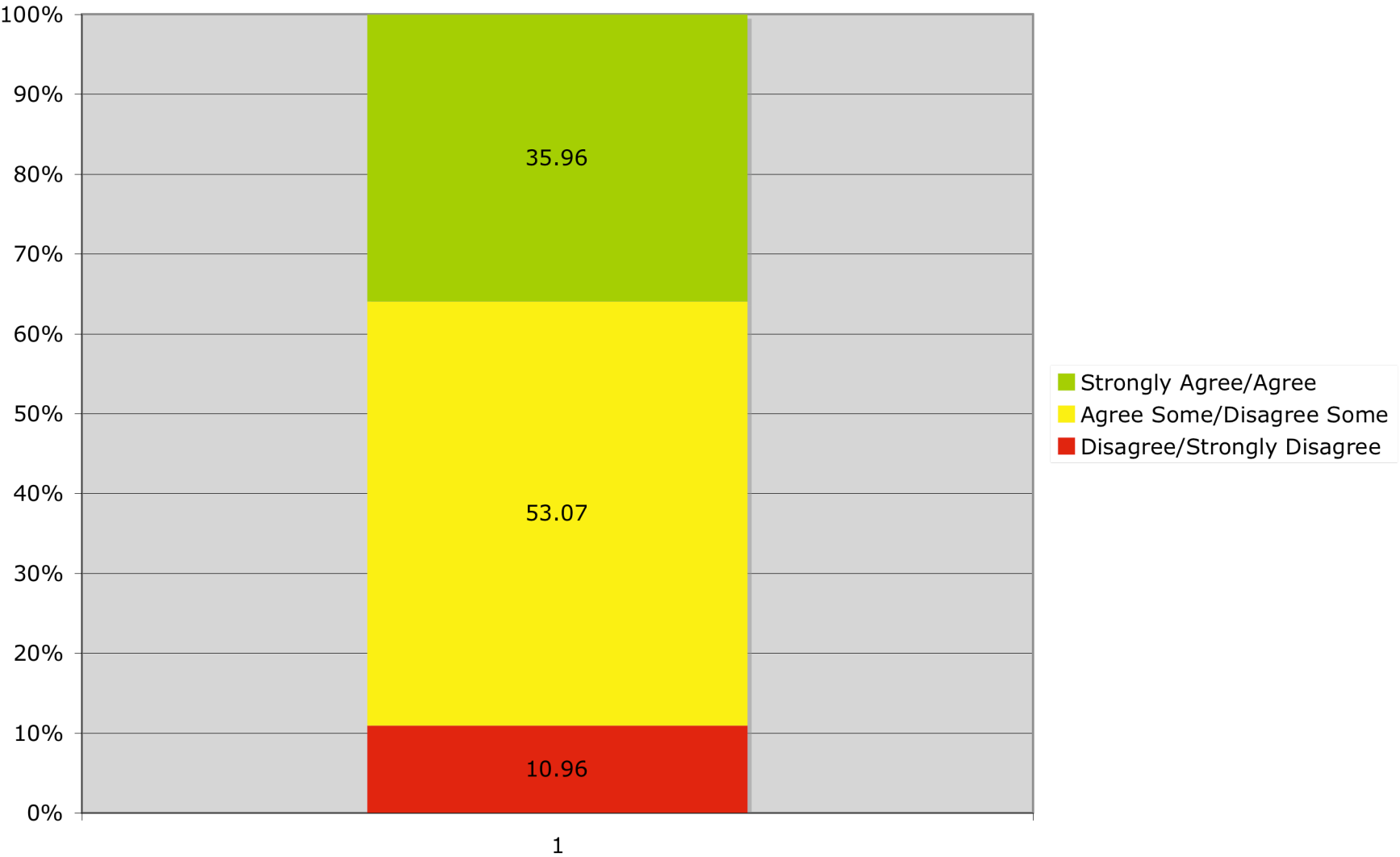
Expectations



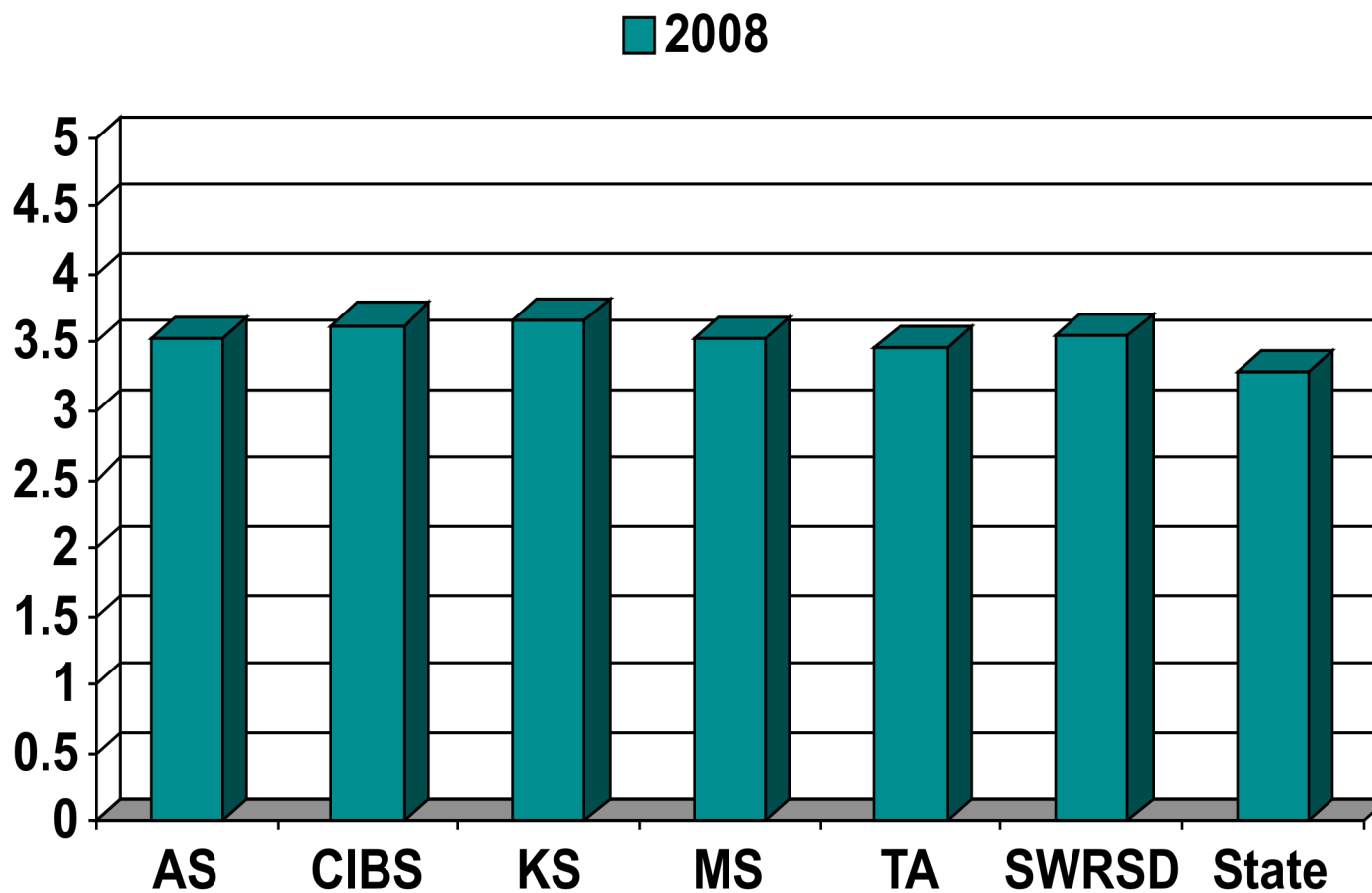
Safety



Leadership



Connectedness



School Connectedness

**Students' school experiences
and their perceptions
and feelings about
school**



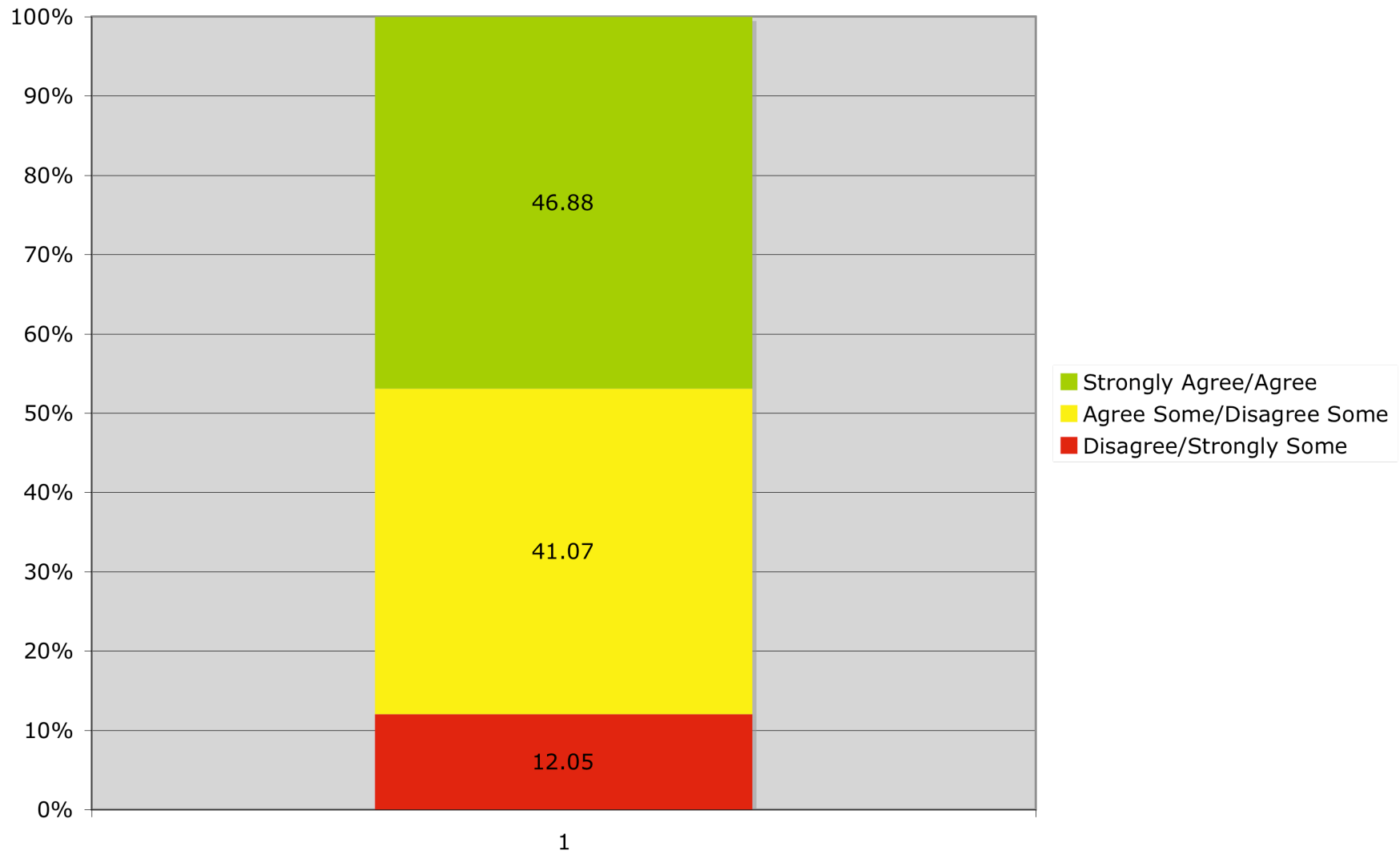
Connectedness Includes...

*feeling that they are a part of school,
that they are individually **cared about** by adults,
that **their learning matters** and is a high priority,
that they are **close to people** at school and have strong
relationships,
that they are **safe** at school, and
that teachers and staff **consistently** treat them with
respect.*

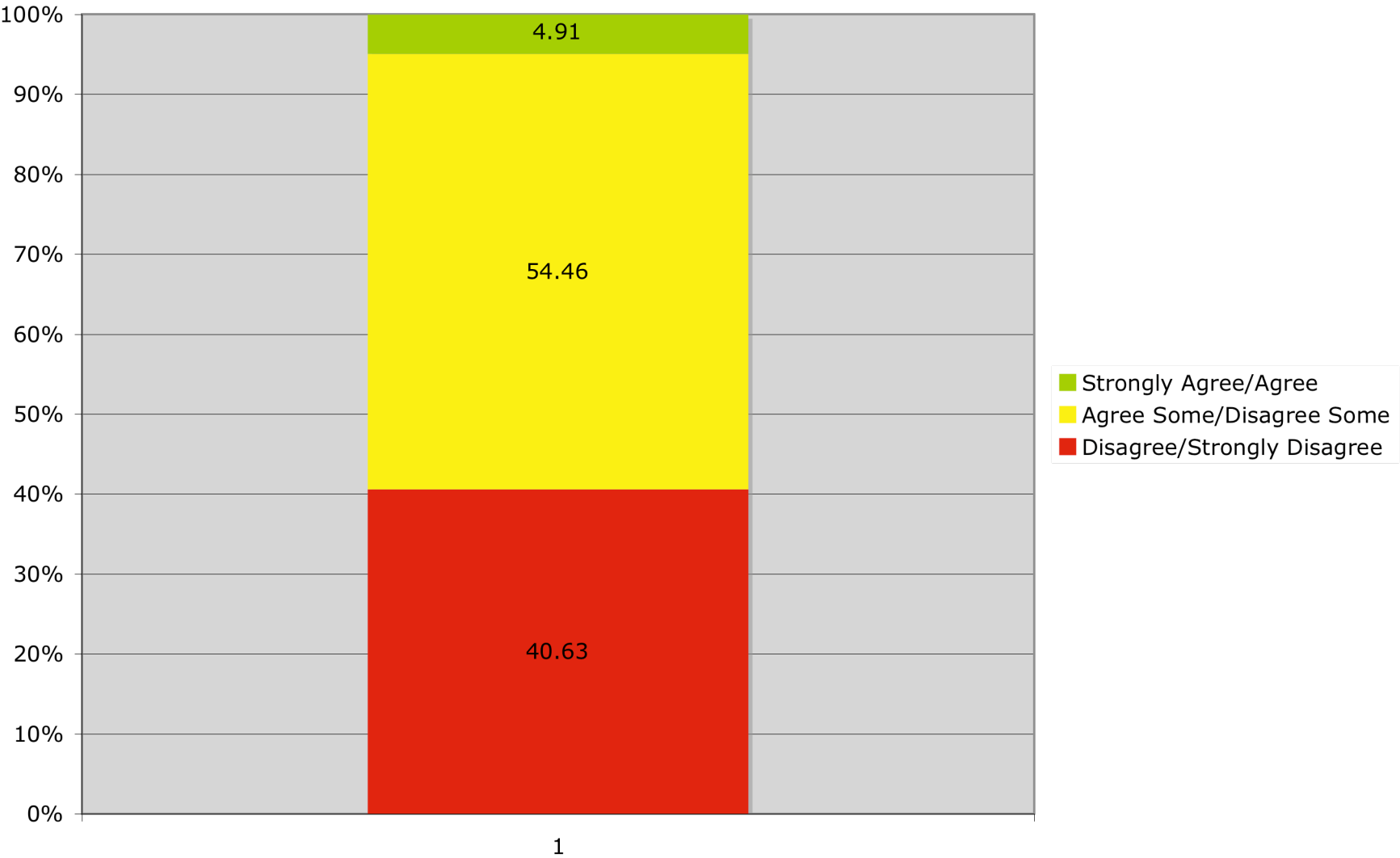
SCHOOL CONNECTEDNESS=

- Respectful Climate**
- Peer Climate**
- Caring Adults**
- Community Involvement**

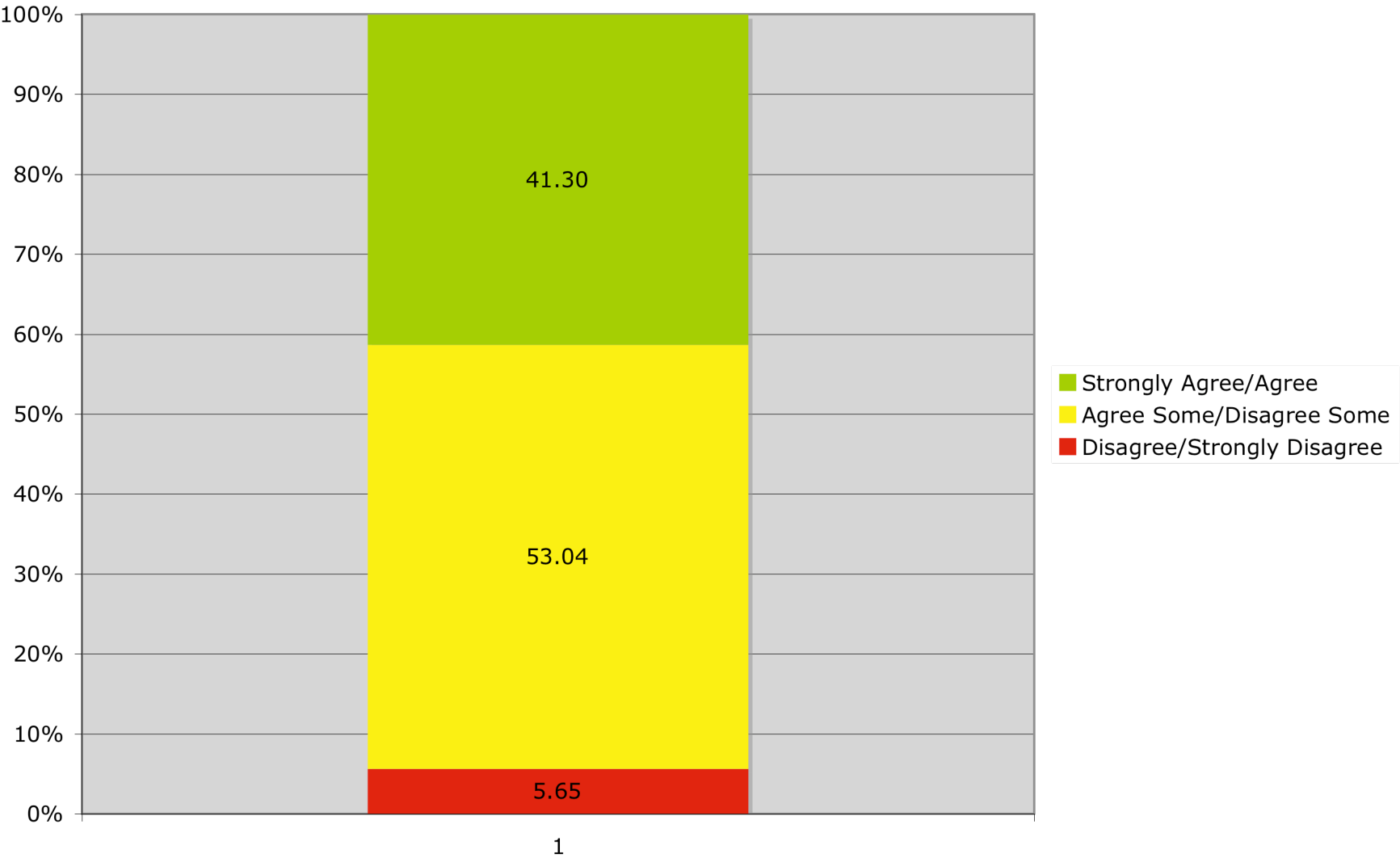
Respectful Climate



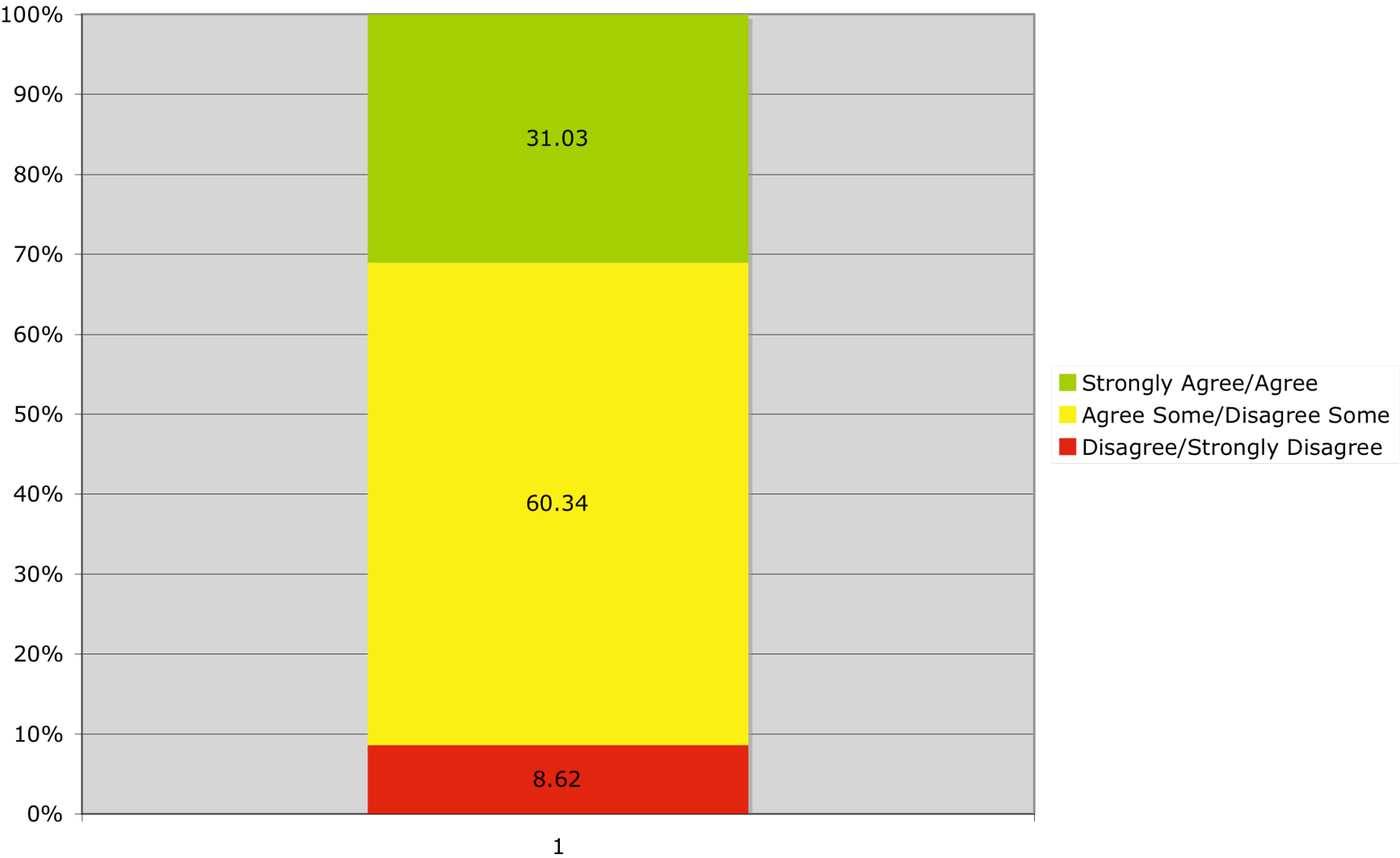
Peer Climate



Caring Adults



Community Involvement



Relationship

**School Climate is related to School Connectedness,
*because without a positive and welcoming
school climate, students cannot experience
connectedness.***

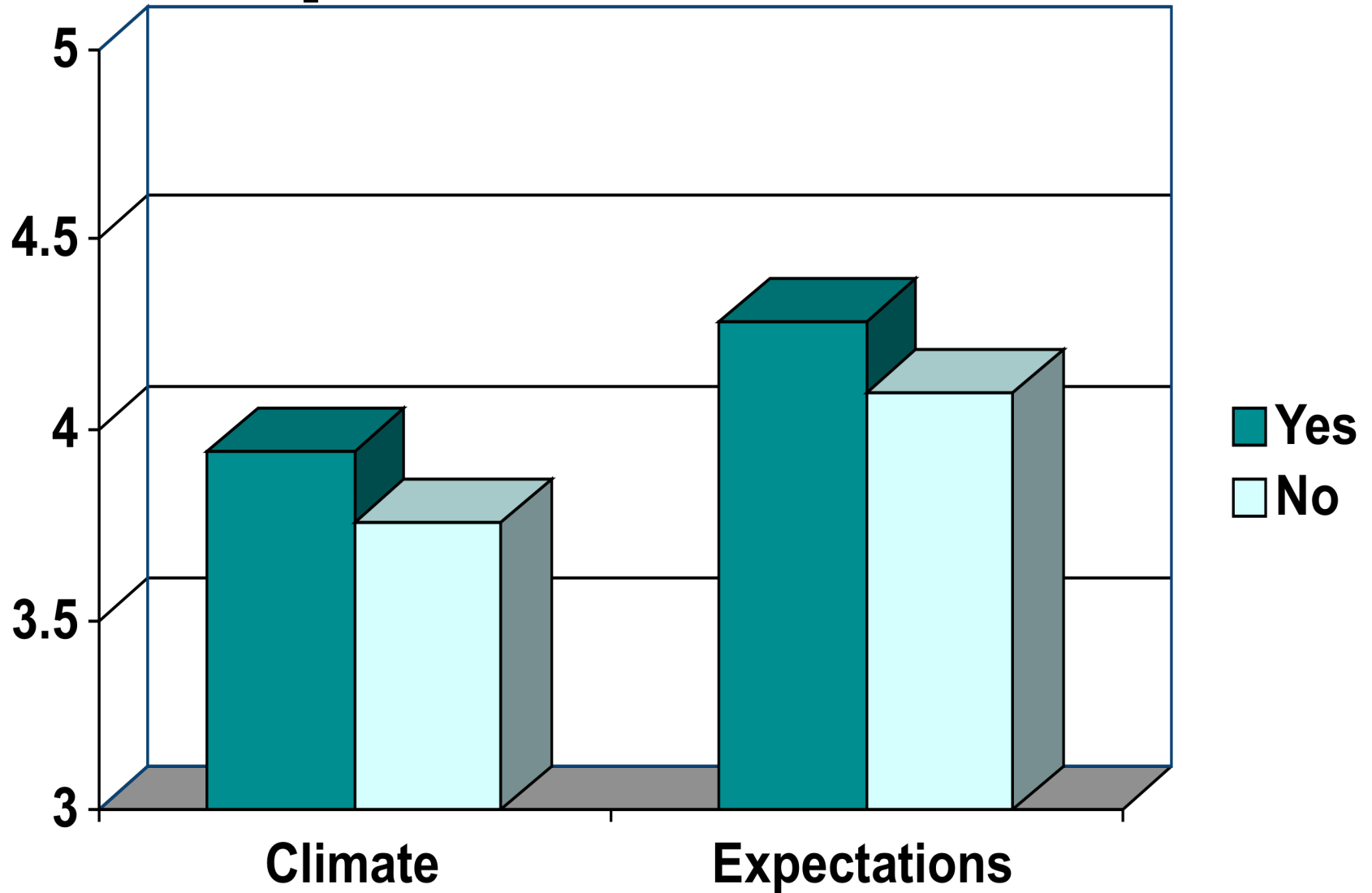
School Climate = External Assets

**Support, Empowerment, Boundaries and Expectations,
Constructive Use of Time**

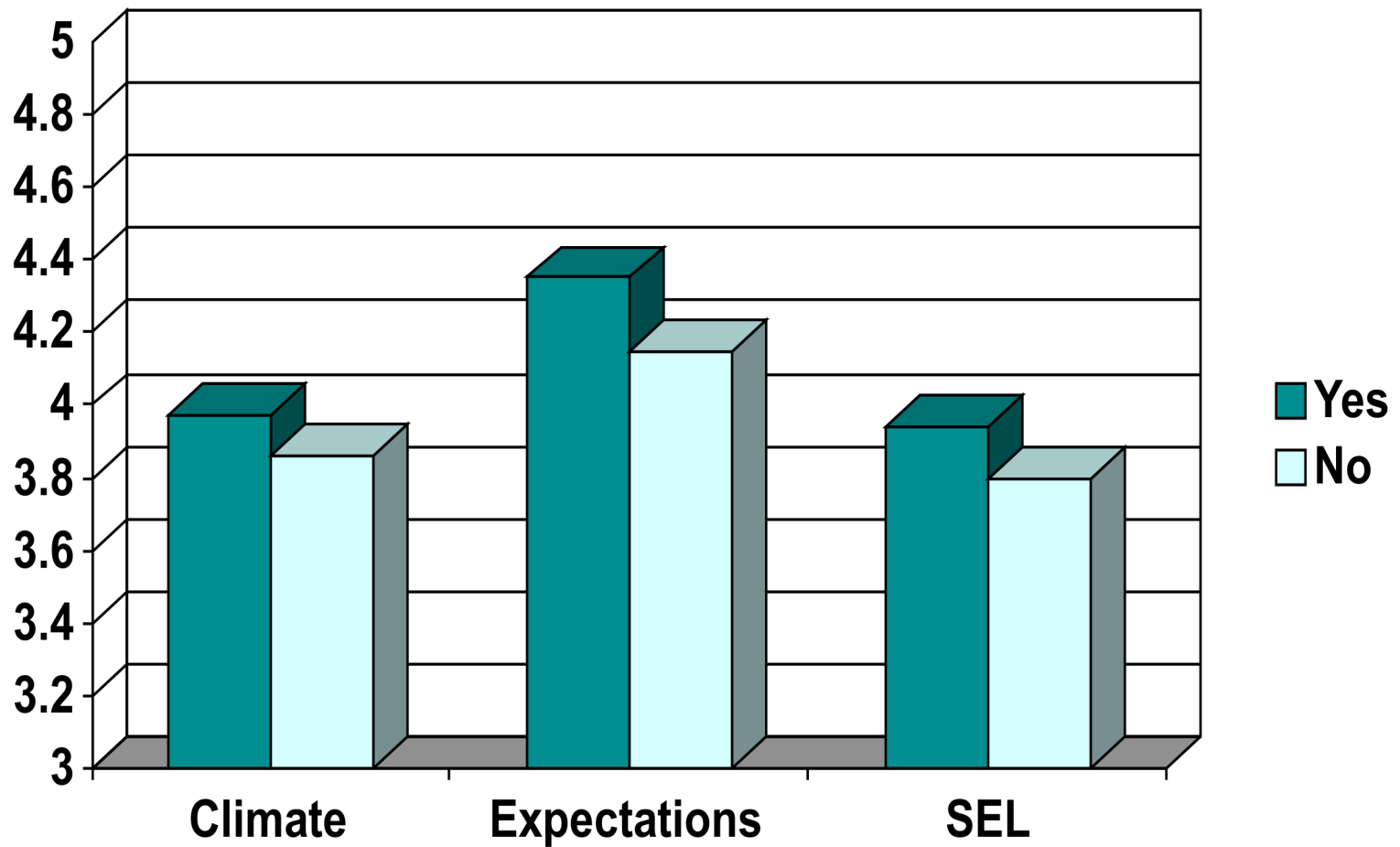
School Connectedness = Internal Assets

**Commitment to Learning, Positive Values,
Social Skills, Positive Identity**

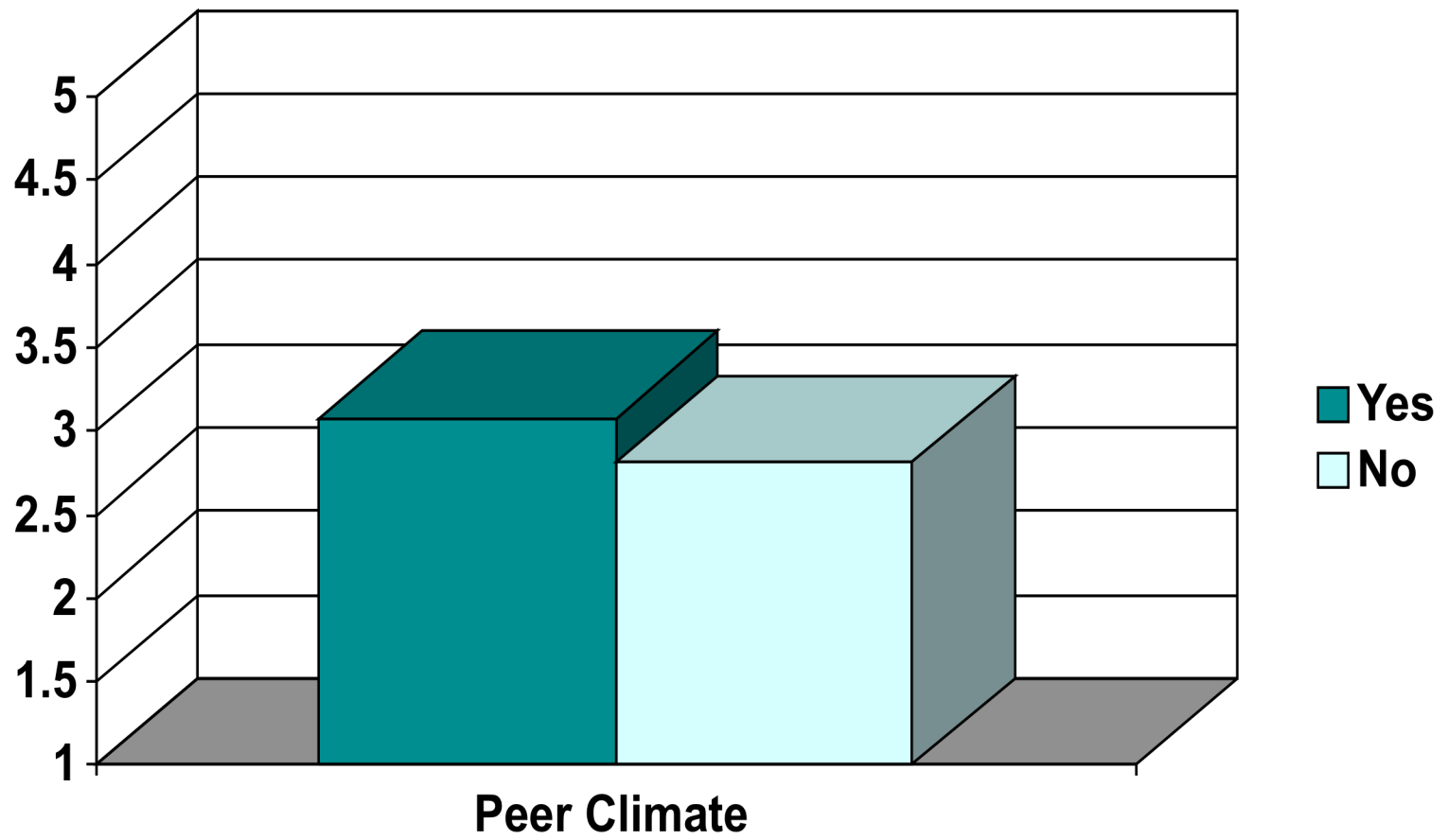
Help With Homework



School Missed w/o Permission



Adult Knows How Time Spent



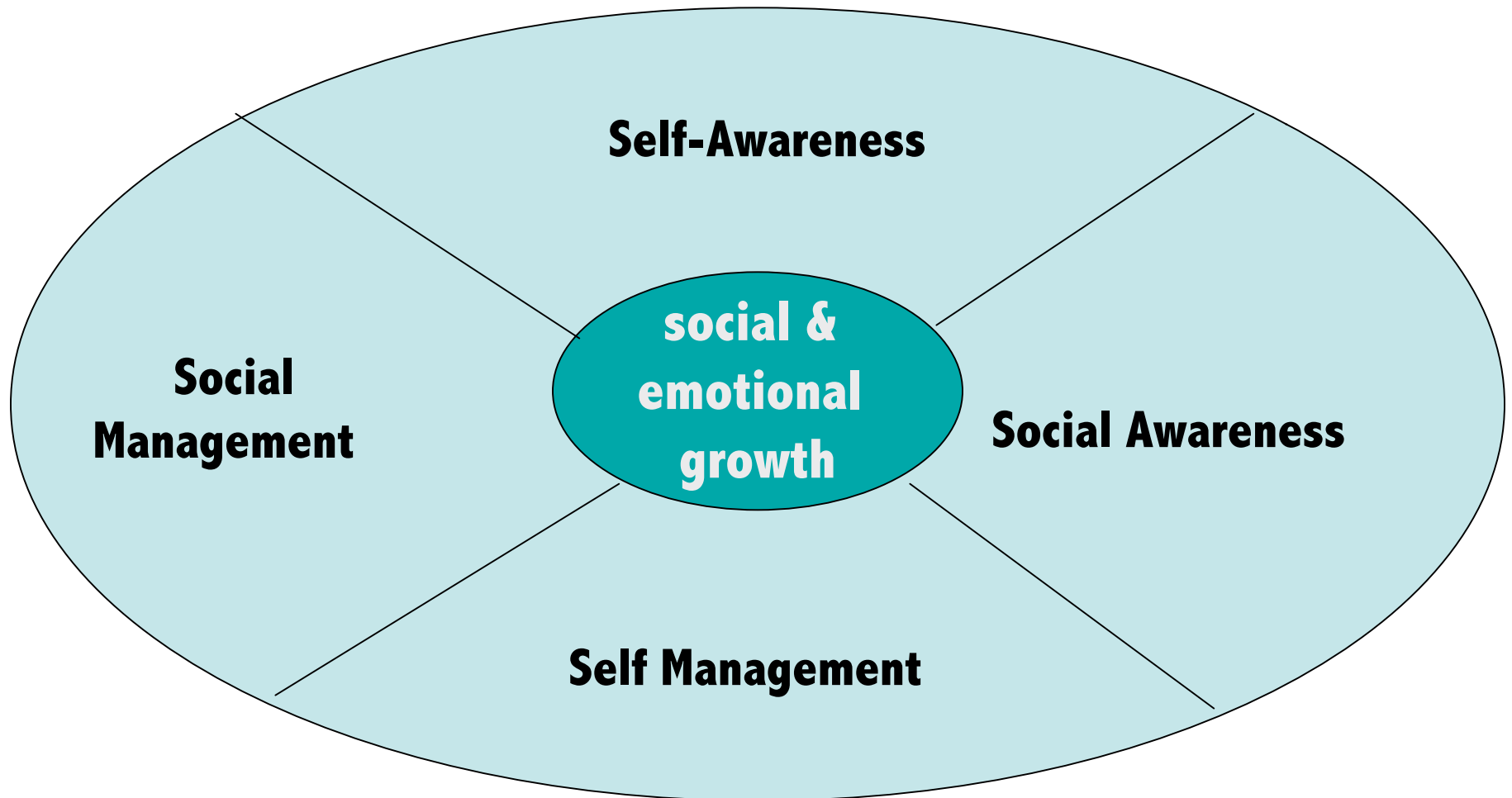
WHAT is Social Emotional Learning?

The process of developing social and emotional skills in the context of safe, caring, well-managed, and engaging learning environments.

These skills include the ability to:

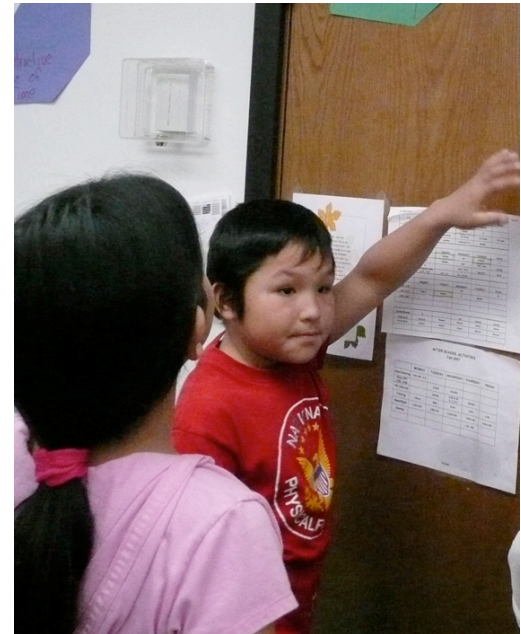
- Recognize and manage emotions**
- Care about and respect others**
- Develop positive relationships**
- Behave responsibly and ethically**
- Make good decisions**

WHAT DOES SEL ADDRESS?



Self-Awareness

- **Knowing what we are feeling in the moment**
- **Having a realistic assessment of our own abilities**
- **Having a well-grounded sense of self-confidence**



Self-Management

- **Handling our emotions so they facilitate rather than interfere with the task at hand**
- **Being conscientious and delaying gratification to pursue goals**
- **Persevering in the face of setbacks and frustrations**



Social Awareness

- **Understanding what others are feeling**
- **Being able to take their perspective**
- **Appreciating and interacting positively with diverse groups**

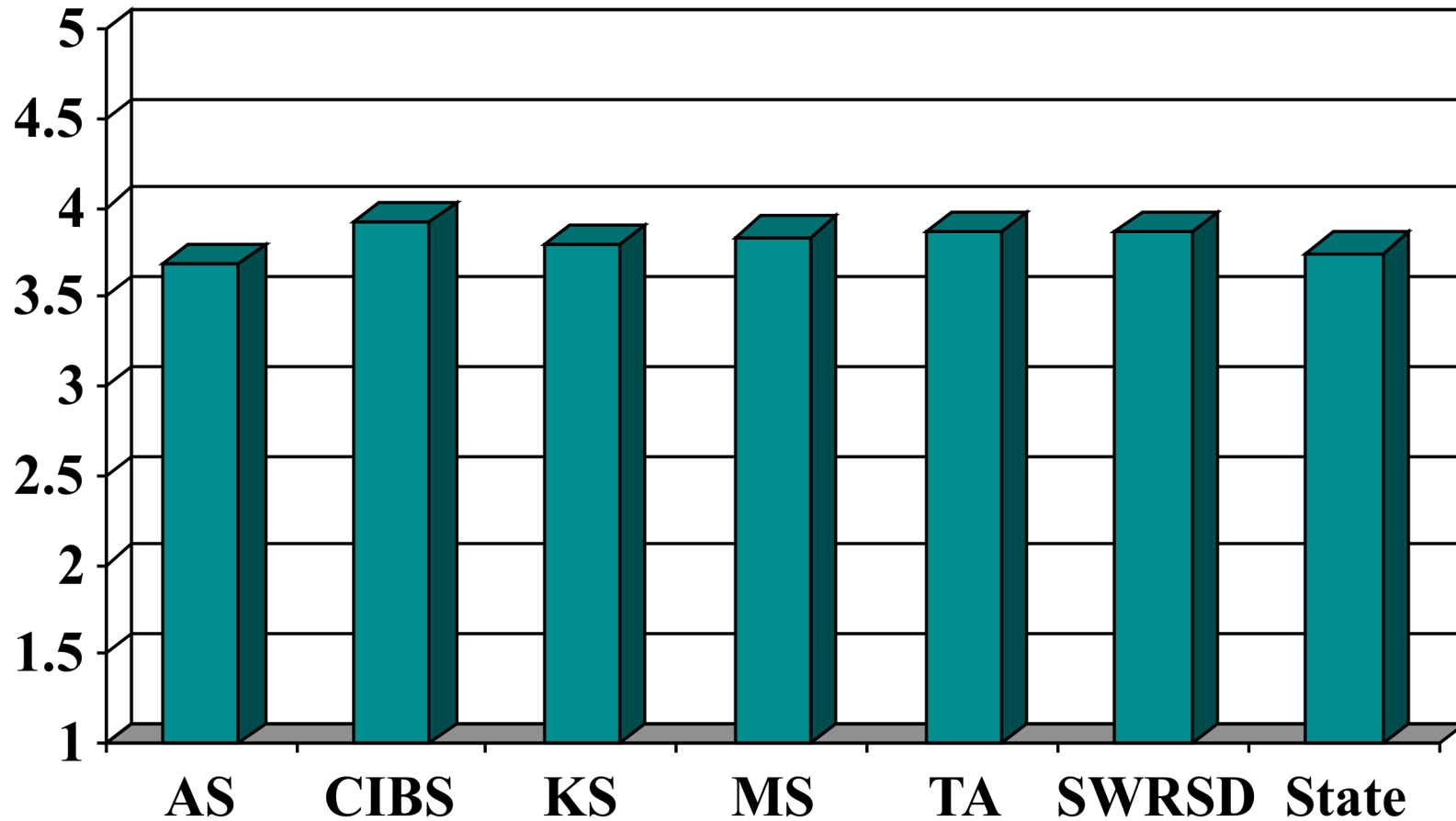


Social Management

- **Handling emotions in relationships effectively**
- **Establishing and maintaining healthy and rewarding relationships based on cooperation**
- **Resisting inappropriate social pressure**
- **Negotiating solutions to conflict**
- **Seeking help when needed**

Social & Emotional Learning Skills

■ 2008



Social Emotional Learning





School Attitudes

What Does the Research Say?

Students who experience SEL demonstrate:

- **Stronger sense of community**
- **Higher academic motivation and educational aspirations**
- **Better understanding of consequences of behavior**
- **Better ability to cope with school stressors**
- **More positive attitudes toward school and learning**



School Behaviors

What Does the Research Say?

Students who experience SEL:

- **Participate in class more**
- **Demonstrate more pro-social behavior**
- **Have fewer absences and improved attendance**
- **Show reductions in aggression and disruptions**
- **Are on track to graduate and are less likely to drop out**
- **Are more likely to work out their own way of learning**



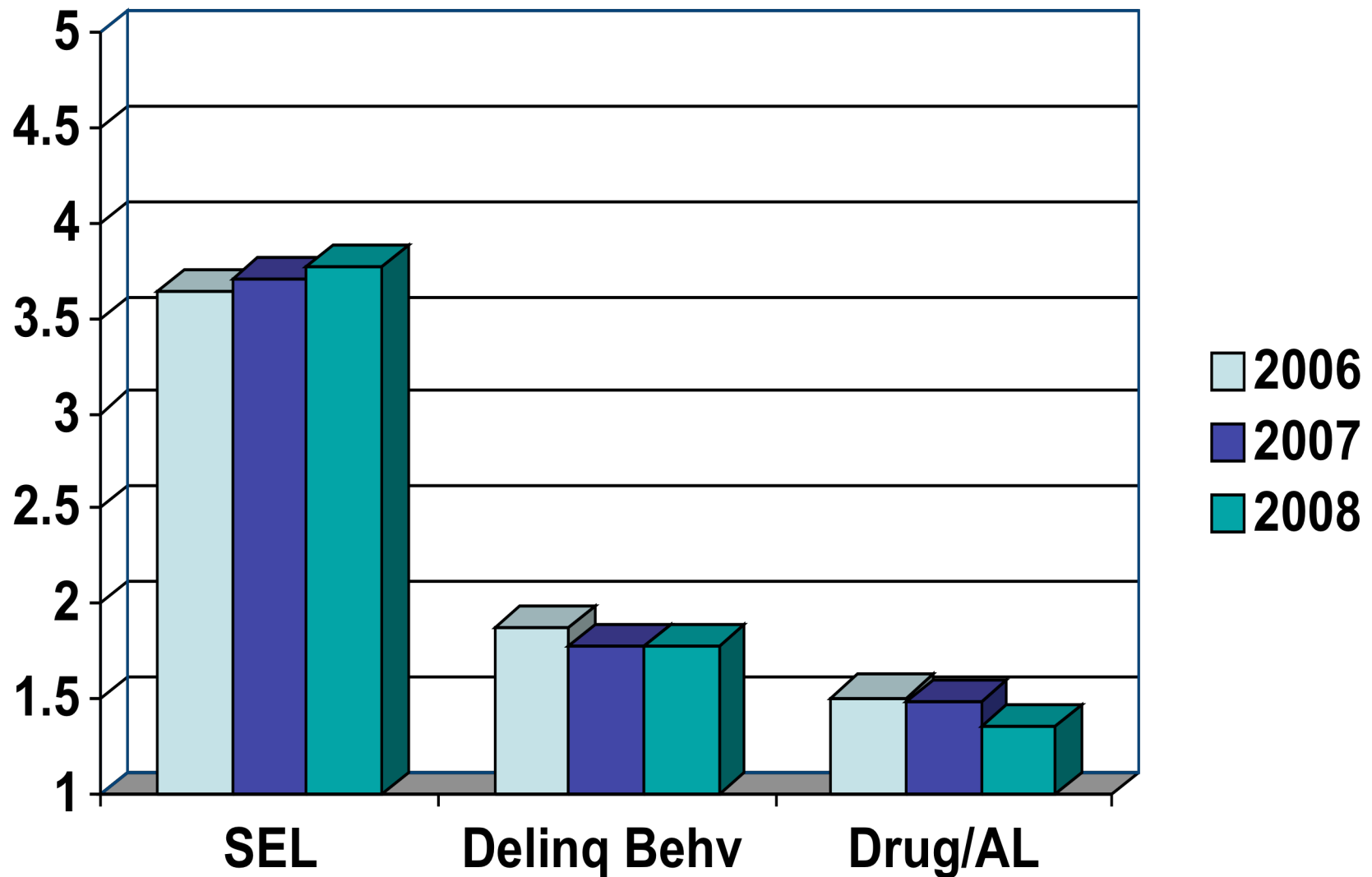
School Performance

What Does the Research Say?

Students who experience SEL demonstrate:

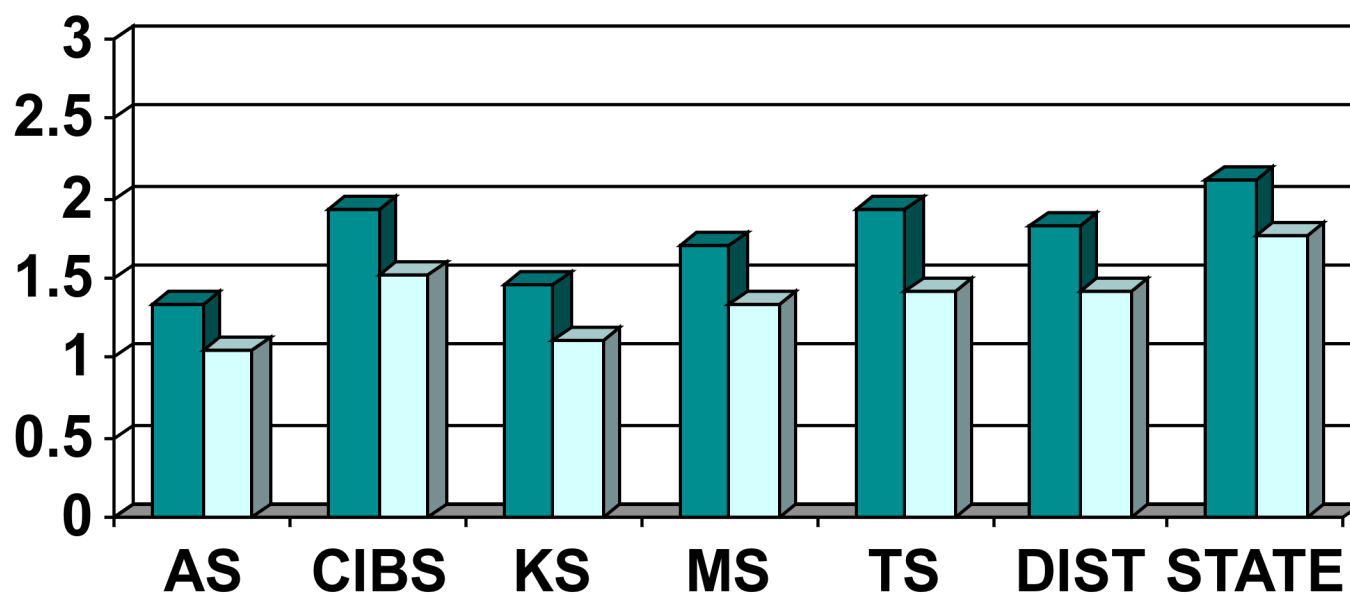
- Improved math, literacy, and social studies skills
- Higher achievement test scores and grades and no decreases in standardized test scores
- Improved learning-to-learn skills
- Better problem solving and planning ability
- Use of higher level reasoning strategies
- Improvements in reading comprehension

SEL Skills & Risk Behaviors



Perceived Delinquent Behaviors & Drug Alcohol Use at School

■ Del. Beh. ■ Drug/Alcohol



THE NEED FOR SEL: Developing Assets

The Search Institute's (Benson et al., 1999) surveys of youth indicate that:

- 29% see themselves as thinking through the results of their choices and planning ahead - *but 71% do not***
- 35% see themselves as respecting the values and beliefs of people of different races and cultures - *but 65% do not***
- 24% report feeling that their teachers really care about them - *but 76% do not***

THE NEED FOR SEL: Complying with NCLB

Under NCLB, schools must establish plans for:

- ***Being safe & drug free***
- ***Closing the achievement gap between high- and low-performing students & between advantaged and disadvantaged students***
- ***Preventing at-risk students from dropping out of school***
- ***Implementing prevention programs that are grounded in scientific research and provide evidence of effectiveness***

THE NEED FOR SEL: What Employers Want

- ***Learning skills***
- ***Listening and oral communication***
- ***Adaptability: creative thinking & problem-solving***
- ***Personal management: self-esteem, goal-setting, self-motivation***
- ***Group Effectiveness: interpersonal skills, negotiation, teamwork***
- ***Organizational effectiveness and leadership***
- ***Competence in reading, writing, and computation***

FRAMEWORK FOR SUCCESS

