Appendix C: Culture and Climate Measures

The following resources align with the category of data that represent culture and climate measures. Some instruments have been tested and demonstrated to be valid and reliable. Others may be informal, or in the process of being validated. This table lists an overview of samples that are provided in the following pages.

<table>
<thead>
<tr>
<th>Category</th>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student &amp; Family Climate Surveys</td>
<td>Kansas Communities That Care Survey</td>
<td>The KCTC is the best tool available to Kansas schools for measuring Kansas school climate, culture and social-emotional growth. Validated</td>
</tr>
<tr>
<td></td>
<td>KCTC SEL Report</td>
<td>State wide report for SEL measures KCTC collects.</td>
</tr>
<tr>
<td></td>
<td>Youth Risk Behavior Surveillance System (YRBS)</td>
<td>The YRBS is conducted in even-numbered years and collects data on 6 different categories of health behaviors of Kansas High School students. Validated</td>
</tr>
<tr>
<td></td>
<td>Family Engagement Survey</td>
<td>An online survey to be distributed to every student’s parents/guardians and designed to inform district and building leaders about their district/building’s success at engaging parents in the education of the children. Validated</td>
</tr>
<tr>
<td>“Data Central” Points</td>
<td>Attendance, Course Grades, Office Discipline Referrals, Suspensions, Expulsions</td>
<td>These data points can be considered both process and outcome data. Since they are collected continually, they can be used as to help monitor progress as a proxy for social emotional skills or risk. At year end they serve as outcome data that can be disaggregated to discern patterns related to equity and when used with additional data sources can be analyzed for implications related to culture, climate and conditions for learning.</td>
</tr>
<tr>
<td></td>
<td>Graduation Rate</td>
<td>This is an outcome data point that can also be disaggregated to discern patterns related to equity and analyzed for implications related to culture, climate and conditions for learning.</td>
</tr>
<tr>
<td>Conditions for Learning - Additional Culture &amp; Climate Tools</td>
<td>Adult Social Emotional Competencies</td>
<td>Through the Kansas Integrated Learning Process (ILP) • Integrated Learning Process Skills Reflection This toolset outlines the 5 growth principles of the Kansas Integrated Learning Process representing 5 key adult competencies needed for creating optimal conditions for learning. The principles are defined along with key attributes and non-examples, allowing staff to self-evaluate and/or evaluate the strengths and challenges for staff as a whole in the building. The Skill Reflection for School System allows analysis and planning for improvement. The</td>
</tr>
<tr>
<td><strong>Integrated Learning Process Culture Assessment</strong></td>
<td>Responsive Culture Reflection worksheet embeds this information in a robust, systemic, tiered approach.</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Reflecting on Adult SE Competencies Personal Assessment and Reflection Tool And SEL Through Distance Learning: Teacher Self-Assessment</strong></td>
<td>This <a href="https://casel.org">tool</a> from CASEL provides a framework and process for staff to reflect on their own social and emotional growth. This <a href="https://casel.org">tool</a> from CASEL is specific to distance learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessing Social and Emotional Instruction and Competencies (AIR)</strong></td>
<td>This self-assessment <a href="https://air.org">tool</a> by the American Institute for Research (AIR) is designed to help educators reflect on 1) current SEL teaching practices and 2) their own SEL competencies to implement those teaching practices.</td>
<td></td>
</tr>
<tr>
<td><strong>Devereux Adult Resilience Survey (DARS) and the Devereaux Resilient Leadership Survey (DERLS)</strong></td>
<td>23-item reflective <a href="https://aurora-institute.org">checklist</a> that provides adults with information about their personal strengths and gain insights about relationships, internal beliefs, initiative, and self-regulation.</td>
<td></td>
</tr>
<tr>
<td><strong>Equity Tools</strong></td>
<td>From the <a href="https://aurora-institute.org">Aurora Institute</a> this self-assessment tool your current level of understanding and implementation of competency-based learning in your classroom or school. The equity modules provide foundational information as well as next steps to take to apply this information to your practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Competency Based Education – Self Assessment and Self-Paced Equity Modules</strong></td>
<td>A checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Equitable Classroom Practices Observation Checklist</strong></td>
<td><strong>Quality of Implementation (Fidelity)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Examples from SEL Curriculum:</strong></td>
<td><strong>K-5 Second Step Implementation Preparedness Survey</strong></td>
<td>This survey collects information about teachers’ preparedness to begin teaching SEL and reinforcing lesson content. It also could help determine staff’s implementation support needs for the year.</td>
</tr>
<tr>
<td><strong>Second Step SEL for Early Learning</strong></td>
<td>This guide is designed for educators who want to evaluate an early learning center’s Second Step implementation.</td>
<td></td>
</tr>
<tr>
<td><strong>Second Step SEL K-5 Program Evaluation</strong></td>
<td>This guide is designed for educators who want to evaluate a school or district Second Step implementation.</td>
<td></td>
</tr>
<tr>
<td><strong>Second Step for Middle School</strong></td>
<td>Program evaluation for Second Step at the Middle School level.</td>
<td></td>
</tr>
</tbody>
</table>
2019-20 Social-Emotional Learning Report

Sample District

Greenbush - The Southeast Kansas Education Service Center
Research and Evaluation Department
947 W. 47 Hwy.
Girard, KS 66743
(620) 724-6281
www.kctcdata.org

Funded by: Kansas Department for Aging and Disability Services
Prepared by: Greenbush Research & Evaluation Department
The Kansas Communities That Care (KCTC) Social-Emotional Learning (SEL) scales are markers that reflect students’ character development, personal development, and social development as suggested in “Kansas Social, Emotional, and Character Development Model Standards” adopted by the Kansas State Department of Education (KSDE).

The KCTC tracks a number of scales that demonstrate whether students are ‘at risk’ due to factors such as ‘low commitment to school’ or ‘approval of antisocial behavior’. The percentage of students considered ‘at risk’ is calculated based on students’ answers to several individual but related questions that make up the scale score. Certain scales have been identified as pertaining to KSDE’s social-emotional learning standards.

The graph below represents the percentage of students ‘at risk’ for each SEL standard and compares the district to the state. On the pages following, the scales comprising each standard are shown in the graph. Below the graph, the individual survey questions and response options used to calculate the scales are provided. Values for the individual questions reflect the percentage of students who reported the response shown, not the percent at risk. The data compares the district and the state. A red dot indicates district percentages that are higher than the state average.

District survey participation rates are provided. If response rates are low, bias may result indicating caution should be used in data interpretation.

**District Percentage Participation by Grade**

<table>
<thead>
<tr>
<th>6th Grade:</th>
<th>8th Grade:</th>
<th>10th Grade:</th>
<th>12th Grade:</th>
<th>Total Participation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.0</td>
<td>77.2</td>
<td>80.6</td>
<td>18.6</td>
<td>64.7</td>
</tr>
</tbody>
</table>

**All Grades**

<table>
<thead>
<tr>
<th>Character Development</th>
<th>2 Personal Development</th>
<th>3 Social Development</th>
<th>4 School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>2020</td>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>41.9</td>
<td>43.6</td>
<td>25.4</td>
<td>37.0</td>
</tr>
<tr>
<td>40.8</td>
<td>43.2</td>
<td>29.4</td>
<td>39.2</td>
</tr>
<tr>
<td>34.4</td>
<td>42.6</td>
<td>41.4</td>
<td>44.7</td>
</tr>
<tr>
<td>31.7</td>
<td>40.6</td>
<td>31.8</td>
<td>41.6</td>
</tr>
</tbody>
</table>

July, 2020
**Character Development Standard**

**Definition:**
Identify, define, and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

---

### Composite Scales of Questions Below

#### Approval of Antisocial Behavior

- How wrong do you think it is for someone your age to take a handgun to school? (A little bit wrong / Not wrong at all)
  - Prior Yr: 3.5  
  - District: 2.5  
  - KS: 2.7

- How wrong do you think it is for someone your age to steal anything worth more than $5.00? (A little bit wrong / Not wrong at all)
  - Prior Yr: 10.9  
  - District: 9.4  
  - KS: 13.3

- How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them? (A little bit wrong / Not wrong at all)
  - Prior Yr: 2.5  
  - District: 3.7  
  - KS: 6.1

- How wrong do you think it is for someone your age to stay away from school all day when parents think they're at school? (A little bit wrong / Not wrong at all)
  - Prior Yr: 9.0  
  - District: 9.2  
  - KS: 12.4

- How wrong do you think it is for someone your age to pick a fight with someone? (A little bit wrong / Not wrong at all)
  - Prior Yr: 22.9  
  - District: 22.8  
  - KS: 24.4

#### Lacking Standards / Values

- I think sometimes it is okay to cheat at school. (yes, YES!)
  - Prior Yr: 20.3  
  - District: 20.4  
  - KS: 22.5

- It is all right to beat up people if they start the fight. (yes, YES!)
  - Prior Yr: 29.5  
  - District: 35.9  
  - KS: 38.7

- I think it is okay to take something without asking if you can get away with it. (yes, YES!)
  - Prior Yr: 4.0  
  - District: 3.4  
  - KS: 5.8

- It is important to be honest with your parents, even if they become upset or you get punished. (NO!, no)
  - Prior Yr: 8.1  
  - District: 10.9  
  - KS: 11.3

#### Low Commitment to School

- Now thinking back over the past year, how often did you try to do your best work in school? (Never, Seldom)
  - Prior Yr: 1.6  
  - District: 2.0  
  - KS: 4.0

- Now thinking back over the past year, how often did you enjoy being in school? (Never, Seldom)
  - Prior Yr: 24.6  
  - District: 24.4  
  - KS: 23.5

- How interesting are most of your courses to you? (Slightly dull, Very dull)
  - Prior Yr: 29.6  
  - District: 29.1  
  - KS: 26.8

- How important do you think the things you are learning in school are going to be for your later life? (Slightly important, Not at all important)
  - Prior Yr: 24.7  
  - District: 25.4  
  - KS: 28.1

- How often do you feel that the school work you are assigned is meaningful and important? (Never, Seldom)
  - Prior Yr: 22.0  
  - District: 20.2  
  - KS: 22.8

- During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"? (At least once)
  - Prior Yr: 16.5  
  - District: 19.9  
  - KS: 25.4

- Now thinking back over the past year, how often did you hate being in school? (Often, Almost always)
  - Prior Yr: 33.2  
  - District: 30.1  
  - KS: 31.2

---

July, 2020
**Personal Development Standard**

**Definition:**
Identify, understand and effectively manage their thoughts, feelings and behaviors.

### Composite Scales of Questions Below

<table>
<thead>
<tr>
<th>Year</th>
<th>Delinquency / Violence</th>
<th>Substance Use</th>
<th>Well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>12.1</td>
<td>19.0</td>
<td>20.4</td>
</tr>
<tr>
<td>2020</td>
<td>17.8</td>
<td>20.1</td>
<td>20.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers shown below are percent of students responding.

#### Delinquency / Violence

- How many times in the past year have you carried a handgun? (At least once) 5.3
- How many times in the past year have you been suspended from school? (At least once) 3.0
- How many times in the past year have you attacked someone with the idea of seriously hurting them? (At least once) 4.3
- How many times in the past year have you stolen or tried to steal a motor vehicle such as a car or motorcycle? (At least once) 0.0
- How many times in the past year have you sold illegal drugs? (At least once) 0.8
- How many times in the past year have you been drunk or high at school? (At least once) 3.0
- In the past year, have you gambled for money or anything of value? (At least once) 14.3
- How many times in the past year have you taken a handgun to school? (At least once) 0.3
- How many times in the past year have you been arrested? (At least once) 0.8

#### Substance Use

- On how many occasions (if any) have you had beer, wine, or hard liquor during the past 30 days? (At least once) 14.2
- How frequently have you smoked cigarettes during the past 30 days? (At least once) 1.6
- On how many occasions (if any) have you used ANY illicit drug other than tobacco, alcohol, or marijuana during the past 30 days? (Any substance - At least once) 5.1
- On how many occasions (if any) have you used marijuana during the past 30 days? (At least once) 2.7

#### Well-Being

- I feel safe in my neighborhood, or the area around where I live. (NO! no) 9.5
- During the past year, how often did you miss school because you felt unsafe, uncomfortable or nervous at school or on your way to or from school? (At least once) 6.0
- During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? (Yes) 23.8
- During the past year, have you ever tried to kill yourself? (Includes 'In the past 30 days' and 'In the past year') 2.8
- During the past year, have you ever made a plan about how you would kill yourself? (Includes 'In the past 30 days' and 'In the past year') 6.3
- During the past year, have you ever seriously thought about killing yourself? (Includes 'In the past 30 days' and 'In the past year') 13.1
Social Development Standard

**Definition:**
Establish and maintain positive relationships and enable communication with others in various settings and situations.

*Numbers shown below are percent of students responding.*

**Ineffective Response to Conflict**
- If you saw bullying at school, what would you do? (Nothing, just watch / Join in)
  - Prior Yr: 2.8
  - District: 5.2
  - KS: 3.3
- What are the chances you would be seen as cool if you defended someone who was being verbally abused at school? (No / Little Chance)
  - Prior Yr: 33.8
  - District: 37.2
  - KS: 39.0

**Lack Prosocial Relationships**
- There are people in my neighborhood, or the area around where I live, who are proud of me when I do something well. (NO! no)
  - Prior Yr: 47.2
  - District: 52.2
  - KS: 56.7
- My neighbors notice when I am doing a good job and let me know about it. (NO! no)
  - Prior Yr: 69.5
  - District: 78.5
  - KS: 77.9
- Think of your four best friends, how many of your best friends have tried to do well in school? (None)
  - Prior Yr: 1.3
  - District: 5.5
  - KS: 4.8
- Think of your four best friends, how many of your best friends have participated in clubs, organizations or activities at school? (None)
  - Prior Yr: 9.6
  - District: 15.2
  - KS: 16.2

**Poor Social Skills**
- It is 8:00 on a weeknight and you are about to go over to a friend's house... Your mother says no. What would you do now? (Leave the house / Argue)
  - Prior Yr: 6.9
  - District: 6.7
  - KS: 8.3
- You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do? (Drink it)
  - Prior Yr: 15.1
  - District: 19.6
  - KS: 19.1
- You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do? (Drink it)
  - Prior Yr: 15.1
  - District: 19.6
  - KS: 19.1
- You are visiting another part of town, and you don't know anyone. Walking down the street someone deliberately bumps into you... What would you say or do? (Push the person back)
  - Prior Yr: 6.3
  - District: 9.0
  - KS: 9.0
- You are looking at DVDs in the music store with a friend. You look up and see her slip a DVD under her coat... What would you do now? (Ignore her / Grab a DVD and leave)
  - Prior Yr: 12.8
  - District: 14.9
  - KS: 19.5
**School Climate Standard**

**District:** 31.8  
**Kansas:** 41.6

**Definition:**
School climate refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

### Composite Scales of Questions Below

<table>
<thead>
<tr>
<th>Scale</th>
<th>Percent of Students At Risk</th>
<th>2019</th>
<th>2020</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td></td>
<td>31.4</td>
<td>40.5</td>
<td>43.3</td>
<td>49.2</td>
</tr>
<tr>
<td>Lacking Student Engagement</td>
<td></td>
<td>40.7</td>
<td>41.3</td>
<td>42.9</td>
<td></td>
</tr>
<tr>
<td>Low Perception of School Safety</td>
<td></td>
<td>16.8</td>
<td>26.9</td>
<td>14.1</td>
<td>27.7</td>
</tr>
</tbody>
</table>

*Numbers shown below are percent of students responding.*

**Bullying**

- During this school year, how often have you seen someone being bullied? (At least once)
  - Prior Yr: 51.8  
  - District: 51.4  
  - KS: 58.0

- What do adults do at school when they see bullying? (Nothing, they ignore it)
  - Prior Yr: 5.8  
  - District: 4.6  
  - KS: 11.4

- During this school year, how often have you been bullied at school? (At least once)
  - Prior Yr: 26.8  
  - District: 19.0  
  - KS: 25.3

**Lacking Student Engagement**

- My teachers praise me when I work hard in school. (NO! no)
  - Prior Yr: 53.8  
  - District: 56.6  
  - KS: 49.7

- The school lets my parents know when I have done something well. (NO! no)
  - Prior Yr: 59.7  
  - District: 60.9  
  - KS: 58.9

- My teacher(s) notices when I am doing a good job and lets me know about it. (NO! no)
  - Prior Yr: 30.2  
  - District: 37.1  
  - KS: 30.5

- Teachers ask me to work on special classroom projects. (NO! no)
  - Prior Yr: 30.2  
  - District: 65.3  
  - KS: 57.1

- There are lots of chances for students in my school to talk with a teacher one-on-one. (NO! no)
  - Prior Yr: 17.0  
  - District: 16.5  
  - KS: 16.1

- In my school, students have lots of chances to help decide things like class activities and rules. (NO! no)
  - Prior Yr: 45.1  
  - District: 49.9  
  - KS: 45.8

- I have lots of chances to be part of class discussions or activities. (NO! no)
  - Prior Yr: 16.8  
  - District: 17.7  
  - KS: 15.2

- There are lots of chances for students to get involved in sports, clubs, and other school activities outside of class. (NO! no)
  - Prior Yr: 6.8  
  - District: 7.6  
  - KS: 7.9

**Low Perception of School Safety**

- I feel safe at my school. (NO! no)
  - Prior Yr: 9.1  
  - District: 8.0  
  - KS: 16.7

- During this past school year, how often have you had your property stolen or deliberately damaged, such as your car, clothing or books? (At least once)
  - Prior Yr: 14.1  
  - District: 12.3  
  - KS: 20.0
Youth Behavior & Perception Data
Kansas Communities That Care (KCTC) Student Survey
Social Emotional Learning (SEL) Report

The Kansas Communities That Care (KCTC) Student Survey\(^1\) is a valuable tool for addressing the KSDE’s Board Outcome of measuring Social-Emotional Learning (SEL) and growth locally. Funded by the Kansas Department for Aging and Disability Services, and administered by the Learning Tree Institute at Greenbush, the KCTC survey has been administered annually at no cost to districts since 1994. In response to the new accreditation requirements, the *Kansas Communities That Care (KCTC) Social-Emotional Learning (SEL) Report* was created using risk and protective factor scales as markers that reflect students’ character development, personal development, and social development as suggested in “Kansas Social, Emotional, and Character Development Model Standards” adopted by the Kansas State Department of Education (KSDE). The report also includes a measure of school climate.

The KCTC tracks several scales that demonstrate whether students are ‘at risk’ due to factors such as ‘low commitment to school’ or ‘approval of antisocial behavior’. The percentage of students considered ‘at risk’ is calculated based on students’ answers to several individual but related questions that make up the scale score. Certain scales have been identified as pertaining to KSDE’s social-emotional learning standards.

The report shows the percentage of students ‘at risk’ for each SECD standard and compares the district to the state. Scales comprising each standard are shown. Individual survey questions and response options used to calculate these scales are provided. Schools can use the report as a universal screen to assess and pinpoint areas of student need, and to track data from year-to-year to show improvement. A summary graph from the report is shown below and a full sample report can be found in Appendix ____.

\(^1\) Kansas Communities That Care (KCTC) Student Survey: [www.kctcdata.org](http://www.kctcdata.org)
In addition to the SEL data and report, participating districts are provided important information regarding student reports of bullying and indicators of mental health, well-being and interactions between the two.

Being bullied at school is second only to the family conflict risk factor as the strongest correlate of youth depression as reported by the 60,062 youth who participated in the 2020 KCTC optional depression and suicide module. Students who did not report depression were almost three times more likely to report that they had not been bullied at school than students who did report depression.

The previous graph shows the frequency of bullying at school along a continuum from ‘never’ to ‘sometimes’, ‘regularly’ and ‘every day.’ The blue line represents students not reporting depressive episodes and shows an expected relationship between bullying among students – where the majority (73.7%) report that they have never been bullied at school in the past year and the percentage declines as bullying frequency increases. Reported bullying for students that did report depressive episodes shows an opposite trajectory, increasing from 26.3% for students who said they had never been bullied with the percentage increasing as bullying frequency increases. There is a 47 percentage point difference or ‘gap’ between those never bullied (73.7% for those not reporting depression) and those who do report depression (26.3%). Some research suggests that both victims and bullies are found to be at the highest risk for depression.

KCTC data has also shown that youth with reported depression are almost twice as likely to drink alcohol in the past 30 days as students who do not report depression. That level increases with the progression of suicide thoughts, plans, and attempts with the latter being almost three times more likely to report drinking alcohol.

Fortunately, protective factors such as family attachment and school commitment appear to play a strong role in buffering against risk. Youth who do not report depression report being close to their mother and father and report that they have teachers or neighbors who notice when they do a good job and tell them about it.

Since 2016 schools have an option to collect information regarding student reported depression, suicide thoughts, plans and attempts.
The figure above shows the number and percentage of Kansas students that reported they had thoughts of suicide, had made a plan for how they would kill themselves, or had tried to kill themselves in the past year. Less than one percent of students who said they had tried to kill themselves said that they had done so without making a plan of how they would do so (.50%). This provides important opportunities for prevention.

Fortunately, protective factors such as family attachment and school commitment appear to play a strong role in buffering against risk. Youth who do not report depression report being close to their mother and father and report that they have teachers or neighbors who notice when they do a good job and tell them about it.

Being able to track trends in youth experiences related to bullying and perception of school safety, and substance use and mental health is vital to understanding social emotional conditions that can impact student behavioral health outcomes and academic success.

For more information about the KCTC Student Survey please contact

Nancy White
KCTC Student Survey Coordinator
Greenbush – The Southeast Kansas Education Service Center
947 W. 47 Hwy.
Girard, KS 66743
620-724-6281
2019 KANSAS YOUTH RISK BEHAVIOR SURVEY

GRADES 9-12
Introduction

This is the sixth installment of booklets developed to provide overviews of findings from the Youth Risk Behavior Survey of Kansas High School Students. The previous versions covered the results from the 2007, 2009, 2011, 2013 and 2017 surveys.

This booklet focuses on results from the most recent Youth Risk Behavior Survey, conducted in 2019. It provides insight into health behaviors of Kansas high school students, as well as practical food for thought for teens and those who care about them. We know their responses represent more than mere data; they represent real lives. This booklet summarizes results from responses to 93 questions on the 2019 High School YRBS. A random sample of 1,417 students from 41 public Kansas high schools participated in the 2019 survey.

These are difficult times in our state, our nation, and our world. “Fortunately for us and our world, youth is not easily discouraged,” said Dwight D. Eisenhower. “The hopes of the world rest on the flexibility, vigor, capacity for new thought, and the fresh outlook of the young.” As decisionmakers and advocates, we are driven by the knowledge that every investment we make in the lives of our children and youth is an investment in the future.

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YOUTH RISK BEHAVIOR SURVEY: AN OVERVIEW

The Youth Risk Behavior Survey was established in 1990 by the U.S. Centers for Disease Control and Prevention (CDC) to help monitor the prevalence of behaviors that influence the health of youth and put them at risk for developing behaviors tied to the leading causes of death, disability, and social problems in the U.S. The CDC oversees the National YRBS and provides funds to states to administer state-level surveillance in odd-numbered years (e.g., 2011, 2013, 2017, 2019).

The first year Kansas collected weighted Youth Risk Behavior Survey data was 2005. Kansas has achieved weighted data each YRBS year since then, with the exception of 2015.

The survey is designed to:
• determine the prevalence of health risk behaviors,
• monitor the pattern of these behaviors over time,
• assess the co-occurrence with other health risk behaviors,
• allow comparison to national and state-wide data,
• allow comparisons among youth subpopulations, and
• assist with monitoring progress toward program indicators and objectives (e.g., Healthy People 2020).

HOW IT WORKS

Sample selection

All public schools in Kansas with students in 9th through 12th grades serve as the population from which the sample is selected. The CDC randomly selects schools to participate from a list of eligible schools provided by the Kansas State Department of Education (KSDE). Once the sample schools are selected, KSDE staff contact the schools to secure their participation. Random numbers, provided by the CDC, are used to select classes to complete the YRBS from a list of classes provided by participating schools. Within a school, the number of classes that complete the survey typically ranges from one to four and is drawn to reflect a cross-section of students across the state.

Survey administration

KSDE staff work with a contact from each participating school to determine logistics of survey administration. Most schools choose to self-administer the Youth Risk Behavior Survey. In some instances, KSDE provides assistance with survey administration, including from the University of Kansas School of Medicine and staff from the Kansas Department of Health & Environment. All surveys are completed following the guidance developed by the CDC to ensure confidentiality and anonymity.

Survey processing

KSDE staff collect all completed surveys and prepares them for data analysis. Once the surveys are prepared, they are shipped to the CDC for tabulating and scoring. KSDE staff receive the Youth Risk Behavior Survey results that detail responses to all questions broken down by demographics and trend data.

Key facts
• Survey participation is confidential and anonymous.
• Most surveys are completed within 30-40 minutes.
• Survey administration is scheduled to minimize disruption to the school.
Good nutrition is key to thriving in school and in life. Getting kids to make healthy food choices can be difficult. Additionally, body image plays a role in dietary behaviors, particularly among females.

**SOME GOOD NEWS**

Fewer students reported drinking soda (none at all for 30% of females and 25.4% of males). More students (particularly males) said they are exercising to lose weight.

**MAKE SMALL, POSITIVE CHANGES**

The percentages of students who reported being overweight or obese has been trending slightly upward since 2005. In 2019, more students than ever before (15.1%) reported they were obese. Eating breakfast and choosing healthy snacks is a good start to reversing this trend.

**What are females eating?**

More than 50% of females said they chose to eat less to lose weight. More than 1 in 3 females reported they did not drink milk or fruit juice, 1 in 3 did not eat green salad or potatoes, nearly half did not eat carrots, 1 in 7 did not eat any other vegetables, and 1 in 10 ate no fruit.

**Overweight, obesity, and body image**

Approximately 16% of the Kansas high school students who were surveyed reported being overweight, and 15% reported being obese. More than 45% (over 60% of females, as compared with 31% of males) reported trying to lose weight.

**Fewer students reported eating breakfast.** About 1 in every 7 students (15.1%) reported not eating breakfast on the day of the survey, and only about 1 in every 4 students (28.5%) eat breakfast regularly.

Provisioning healthier options in school vending machines, and providing appealing offerings in the school cafeteria are two ways to encourage better nutrition.
Physical activity

We were delighted when the 2017 survey showed a boost in regular physical activity — more than half of Kansas high school students reported being physically active for at least an hour per day at least 5 of the 7 days leading up to the survey. In 2019, though, this number dropped to below 47% of students, a low we haven’t seen in a decade. The number of students who reported being physically active for at least an hour every day is, of course, lower (26.5%, compared with 30.2% in 2011).

**Participation in sports and P.E.**

Fewer students reported attending a physical education class even once a week at school (49.8%), a downward trend that has continued since 2005. Another trend, particularly among male students, is a decline in participation on sports teams (61.1% among males).

**Screen time**

More students reported video game and screen time use not related to school (36.8%). Fewer students reported watching TV (6.3%); however, that may be because they are streaming on another device.

SOME GOOD NEWS

As noted previously, more than 45% of students reported trying to lose weight. An increased percentage of students reported that they chose exercise as a way to lose weight (61.2%).

MAKE SMALL, POSITIVE CHANGES

We have seen a steady decrease in the percentage of students who attend P.E. classes, and a smaller percentage of students reported being physically active for an hour or more a day.

Rather than having technology be a contributing factor to sedentary behavior (e.g., video games), students should use technology to enhance and facilitate their physical activity. Many phone apps can help as well as using the fitness features of smart watches.
Nearly 9 of 10 current smokers start smoking by age 18, and 98% start by age 26. Youth tobacco use has negative health effects including addiction and lifelong chronic disease. Current numbers indicate that more than 60,000 Kansans currently under 18 years of age will ultimately die prematurely from smoking. Although we have seen a decline in the use of conventional cigarettes among Kansas youth, 5.8% still smoke, and emerging products including electronic cigarettes (e-cigarettes) highlight the continued need for youth tobacco control and prevention programs.

**SOME GOOD NEWS**

There has been a steady decrease in cigarette smoking during the seven Kansas Youth Risk Behavior Surveys. This is a tribute to the impact of health education, health promotion, and public policy. This progress does not come easily. It requires time, commitment, and financial support. The net results are healthier students and healthier schools.

**MAKE SMALL, POSITIVE CHANGES**

Research has shown that raising the minimum legal sale age for tobacco products from 18 to 21 (“Tobacco-21”) will likely prevent or delay use of tobacco among youth. Tobacco-21 was enacted at the federal level in December 2019.

The use of electronic vapor products is a trend that warrants close monitoring. Such products are clearly marketed to youth and as a product for smoke-free environments. Children and teens are specifically enticed by the sweetened flavors, easy access, and cheaper prices. Some smokeless tobacco products are easy to hide or use within a smoke-free environment.

Students should educate themselves and the adults in their lives about the scientific facts regarding the hazards of e-cigarettes and the damaging nature of nicotine, in any form.
Alcohol and other drug use

About one-third of students surveyed reported they drank alcohol at least once in the last 30 days; however, that is a number that has trended downward since 2005, the first year Kansas collected weighted Youth Risk Behavior Survey data.

Drug use among Kansas high school students
According to survey responses, more females (35.5%) than males (30.4%) drink alcohol, and a slightly more females (18.2%) than males (17.1%) use marijuana. On the other hand, males are more likely than females to use inhalants, methamphetamines, or ecstasy.

Marijuana and synthetic marijuana
While use of marijuana among Kansas high school students surveyed also has been trending downward generally since 2005, it increased from 2017 to 2019, particularly among females. About 1 in 3 students reported they have used marijuana during their lifetime. About 1 in 11 students (8.6%) reported they have used synthetic marijuana, nearly twice as many as in 2017 (4.8%).

SOME GOOD NEWS
Survey responses reflect decreases across the board in the percentages of students who currently drink alcohol, used inhalants, or used methamphetamines. Responses also reflect decreases in the percentages of students who had their first drink of alcohol or tried marijuana before they were 13 years old.

MAKE SMALL, POSITIVE CHANGES
The spike in synthetic marijuana usage reported in the 2019 survey may be related to the spike in e-cigarette use. While we do not have current statistics to show correlation between these two risk behaviors, it is something to watch.

It also is important to note that more than 1 in 5 Kansas high school students were offered, sold, or given illegal drugs on school property.

Students should be encouraged to participate in peer education and peer support programs that focus on adopting healthy behaviors and recognizing the hazards associated with alcohol and illicit drug use.
Injury and violence

Today’s students are growing up in a reality punctuated by threats of mass shooting, natural disaster, disease, terrorism, and war. Many also are dealing with abuse, neglect, and depression.

Being teased, losing hope
In 2019, more students reported being victims of teasing because of physical appearance (29%) and/or sexual orientation (13.3%). Also, more students reported having had feelings of sadness or hopelessness (32.5%), more reported seriously considering suicide (18.4%), and more reported making a suicide plan (13.6%). While disturbing, these findings may be related and may be indicative of a larger cultural shift.

Dating violence
Females are consistently about twice as likely as males to report experiencing sexual dating violence and/or being physically forced to have intercourse. In 2019, more females and males said they were physically forced to have intercourse than their 2017 counterparts.

Nearly a third of all Kansas high school students surveyed reported feeling sad or hopeless two weeks in a row. Nearly one in five of all Kansas high school students surveyed reported seriously considering suicide. Students must recognize they are not alone in their feelings of sadness and hopelessness. They should be encouraged to reach out to peers and trusted adults to share their feelings, attempt to understand the causes, and make changes to improve their lives.

SOME GOOD NEWS

Since 2005, increasingly more Kansas high school students have reported always or nearly always wearing seat belts (93.1% in 2019).

MAKE SMALL, POSITIVE CHANGES

More than half of all Kansas high school students surveyed reported that they texted while driving. One way to influence change is for passengers to speak up — either directly, such as “I’m sorry, but I get really nervous when people text and drive,” or more subtly, such as “Would you like me to text for you since you’re driving?”
Sexual behaviors

The percentage of students who reported current or previous sexual activity has declined steadily since 2005. However, among those reporting that they are currently sexually active, fewer are using condoms that help prevent transmission of disease.

Sexual activity
About 1 in 3 students reported ever having sexual intercourse. About 1 in 4 students reported being currently sexually active.

Condom use
Of those who are currently sexually active, about 3 in 5 (58.3%) reported using a condom the last time they had sex.

Pregnancy prevention
Of those who are currently sexually active, about 1 in 5 (21.4%) reported using birth control pills, about 1 in 9 (11.2%) reported using an IUD, shot, patch, or birth control ring, and 1 in 10 reported not using any method to prevent pregnancy.

Education about AIDS or HIV
Fewer students reported that they were taught about AIDS or HIV.

SOME GOOD NEWS

The percentages of students who reported having had sexual intercourse before age 13 (3%), as well as those who reported having had sex with four or more people during their life (8.4%), have declined linearly since 2005 (5.5% and 13.3%, respectively).

MAKE SMALL, POSITIVE CHANGES

Nearly 80% of students reported they were taught in school about the benefits of abstinence, but fewer reported they were taught about AIDS or HIV. As we move further away from the scare of HIV, we may be seeing a decrease in education about sexually transmitted diseases in general and about condom use for disease protection.

Condom use among students who reported being sexually active has declined steadily since 2005, while the use of birth control pills among females has increased slightly. This appears to be a tradeoff of responsibility for pregnancy prevention from males to females.

Students must recognize their responsibility in all decisions regarding sexual activity, including the choice of abstinence.
ANOTHER LOOK

Other findings

More than 1 in 5 students (21.1%) reported they had been bullied on school property. About 1 in 6 (17.2%) said they had been bullied electronically.

Nearly 1 in 4 students (23.8%) have been told by a doctor that they have asthma.

Two factors important to student learning — eating breakfast and getting enough sleep — are lacking. About 1 in 7 students (15.1%) reported they did not breakfast on the day of the survey.

About 3 in every 4 students (71.5%) said they do not regularly eat breakfast every day.

Fewer than 1 in 4 students (22.4%) reported getting the recommended eight hours of sleep on an average school night, a trend that continues.
The Youth Risk Behavior Survey identifies health behaviors and tracks trends over time, both statewide and nationally. Each year the YRBS is conducted, the survey items are reviewed. New questions that address emerging health behaviors are added while other items that are no longer deemed relevant are dropped off. One example is the addition of e-cigarette/vaping questions over the most recent YRBS administrations. Not considered a significant issue even 8 years ago, this particular health behavior may be demonstrating the most dynamic changes of any. Being able to adapt the survey to monitor these behaviors is very important.

Schools are critical in helping students gain information and skills, and also in connecting them to needed services. This important source of connection and safety helps protect students from health risks. Families and communities also have a vital role to play in making sure the nation’s youth stay healthy now and into adulthood.

Families can meet this challenge by providing strong support and staying engaged in their adolescents’ daily lives. Schools can contribute by building environments that are safe, by providing connectedness for all students, by delivering evidence-based health education with a focus on building skills for healthy decision-making, and by connecting students to necessary health services throughout the community.

We all have a responsibility to help youth become safer, healthier adults. Families, schools, community organizations, and youth must work together to help address these health risks.
HOW KSDE ADDRESSES HEALTH IN KANSAS SCHOOLS

The Kansas State Department of Education is committed to assisting Kansas schools in creating environments that emphasize health and wellness. This commitment involves working with school personnel to help establish healthy behaviors, attitudes, policies, and practices that impact students and staff. Health is enhanced through adequate physical activity, improving nutrition, preventing tobacco use (including e-cigarettes/vaping), promoting physical education and health education standards, assisting schools with implementation of wellness policies, and encouraging participation in healthy nutrition programs.

Career, Standards, and Assessment staff at KSDE are responsible for the administration of the Youth Risk Behavior Survey in Kansas, disseminating the results, and assisting schools with developing programs to address health risks identified through the survey.

ACKNOWLEDGMENTS

A huge “thank you” goes out to all the Kansas high school students who participated in the 2019 YRBS. We also acknowledge that we couldn’t have done it without all the classroom teachers and building administrators who assisted with scheduling and administration of the survey. Without such cooperation, collection of this critical data would be impossible.

We also want to thank staff and students from the University of Kansas School of Medicine’s Department of Population Health, staff from the Bureau of Health Promotion at the Kansas Department of Health and Environment, and grant support from the Kansas Health Foundation. Without the assistance of these partners and health advocates, successful collection of YRBS data would not have been possible.

FOR MORE INFORMATION

Additional data on the 2019 Kansas Youth Risk Behavior Survey can be found under Youth Risk Behavior Survey on the KSDE website at www.ksde.org.

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WE CANNOT ALWAYS BUILD THE FUTURE FOR OUR YOUTH, BUT WE CAN BUILD OUR YOUTH FOR THE FUTURE.

FRANKLIN D. ROOSEVELT
Kansans Can Integrated Learning Process:
The 5 Growth Principles

Responsive Culture Systems Reflection:

A Responsive Culture
- Is aware of national and state-wide trends impacting students and expectations for schools.
- Uses systemic tools to “hear” what students & families are telling us locally and uses that data to make decisions.
- Enacts a system of evidence-based resources + practices with clear steps to respond to need with tiered supports.
- Analyzes its system for gaps, needs, and strengths to become more proactive and aligned.
- Assesses growth, celebrates what’s working, & continuously adapts to challenges while building on strengths.
- Practices and uses the principles of the Integrated Learning Process throughout all of the above to create coherence and to naturally embed practices that foster wellbeing and learning.

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# Kansans Can Integrated Learning Process:
The 5 Growth Principles

**EXAMPLES:** ✅ items you see as strengths for your environment

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<th>Growth Principle</th>
<th>What it Looks / Feels Like:</th>
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<td><strong>Serve &amp; Return:</strong>&lt;br&gt;When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way. Usually: notice, acknowledge the person, share the point of attention, and extend the interaction. This is the basic interaction that builds brain architecture. This explicit response pairs with an implicit co-regulatory response.</td>
<td>- Feeling “seen” and “heard”&lt;br&gt;- Expressing / receiving care&lt;br&gt;- Feeling connection or connected to other(s)&lt;br&gt;- Consistent and reliable interaction&lt;br&gt;- Feeling positively regarded</td>
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<td><strong>Co-Regulation:</strong>&lt;br&gt;When the regulated nervous system of the adult signals and implicitly assists the regulation of the student’s nervous system.&lt;br&gt;The ventral vagus nerve connects the heart, larynx, middle ear, and upper facial muscles around the eyes to send cues between nervous systems that elicit flourishing social engagement. This creates the physical and psychological safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.</td>
<td>- Kind eyes&lt;br&gt;- Attuned listening&lt;br&gt;- Prosodic listening&lt;br&gt;- Warm heart&lt;br&gt;- Open stance&lt;br&gt;- Gentle touch&lt;br&gt;<em>The ‘flourish circuit’ sends cues that are like food for the developing nervous system</em></td>
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<td><strong>Agency:</strong>&lt;br&gt;Being central to one’s own life story with the growing ability to make choices and decisions about one’s life, take increasingly skilled action, and influence one’s environment.</td>
<td>- Giving voice to your ideas, perceptions&lt;br&gt;- Making choices&lt;br&gt;- Exercising your talents and skills&lt;br&gt;- Trying new things and/or taking risks&lt;br&gt;- Pursuing areas of interest&lt;br&gt;- Setting and achieving goals&lt;br&gt;- Applying ideas / learning to own life&lt;br&gt;- Belonging / Contributing to your community</td>
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<td><strong>Engagement:</strong>&lt;br&gt;The degree of connection a person experiences when learning, doing, or interacting.&lt;br&gt;It is implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt.&lt;br&gt;It is explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas.</td>
<td>- Discovering, exploring&lt;br&gt;- Puzzling, experimenting, testing&lt;br&gt;- Building, designing, creating&lt;br&gt;- Envisioning, imagining, playing&lt;br&gt;- Rehearsing, practicing, applying&lt;br&gt;<em>Using all of one’s senses &amp; one’s bio-psycho-social</em></td>
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<td><strong>Feedback:</strong>&lt;br&gt;An output that affects the subsequent input.&lt;br&gt;Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience.</td>
<td>- Listening, observing, asking questions&lt;br&gt;- Noticing, reflecting, celebrating&lt;br&gt;- Describing, clarifying, analyzing&lt;br&gt;- Dialoguing, conferring, discussing&lt;br&gt;- Relating, connecting, finding patterns&lt;br&gt;- Integrating, synthesizing, consolidating</td>
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## Kansans Can Integrated Learning Process:
The 5 Growth Principles

### NON-EXAMPLES:  ✔ items you see as issues for your environment

<table>
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<tr>
<th>Growth Principle</th>
<th>NON-EXAMPLES / Common Barriers</th>
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| **Serve & Return:** When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way. Usually: notice, acknowledge the person, share the point of attention, and extend the interaction. This basic explicit interaction builds brain architecture & pairs with an implicit co-regulatory response. | o We skip acknowledging the person & go straight to business (ie: the content they/we present)  
o We immediately evaluate the content rather than more robustly engaging / using feedback  
o We fail to consider the content  
o We abruptly shift the subject/end the interaction  
o We ignore or fail to notice the bid or the person |
| **Co-Regulation:** When the regulated nervous system of the adult signals and implicitly assists the regulation of the student’s nervous system. This creates the safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills. | o We interact mostly by text or screen  
o We tend toward neutral, business-like, brusque or sarcastic, rather than relational, interactions  
o We are not aware of or fluent with our own self-regulation and flourish circuitry.  
o We try to disguise or justify not being in our own flourish circuitry; we may feel too vulnerable in (ie: shame/belittle) our own flourish circuitry  
o We expect immediate reciprocity |
| **Agency:** Being central to one’s own life story with the growing ability to make choices and decisions about one’s life, take increasingly skilled action, and influence one’s environment. | o We overextend our own agency and fail to ‘share power’ with students, parents and colleagues; we cave in to the urge to ‘control’  
o We dampen student / others’ agency due to beliefs: ‘I know better,’ ‘adults know better,’ or ‘children are to be seen, not heard’ etc.  
o We underextend our own agency; fear rocking the boat or having boundaries & preferences |
| **Engagement:** The degree of connection a person experiences when learning, doing or interacting. It is implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt. It is explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas. | o We conflate engagement with motivation and then judge students or others  
o We give insufficient attention to developing modalities for learning tasks that engage the bio-psycho-social domains of individuals  
o We believe students should be invested in our particular subject; we fail to become curious about their interests and worldviews or the connections to their own lives  
o We fail to allow students to practice agency |
| **Feedback:** An output that affects the subsequent input. Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience. | o We fail to elicit, observe, and become curious about the bio-psycho-social feedback of a student / other person  
o We fail to share power in observing, analyzing and interpreting feedback  
o We fail to allow feedback from student / others to inform our subsequent step(s)  
o We fail to offer meaningful feedback designed to stretch, clarify, integrate and/or celebrate |
Kansans Can Integrated Learning Process:
The 5 Growth Principles

5 Growth Principles Skills Reflection for our System:

Rank from 1 to 5 (1=strongest; 5=weakest) your building’s / district’s practice of the 5 growth principles

_____ Serve and Return
_____ Co-Regulation
_____ Agency
_____ Engagement
_____ Feedback

What data [feedback] could you use to check your perceptions?

Which growth principle excites you as a team the most and why?

Which items from the non-examples do you find to be the most frequent barriers to enacting the growth principles in your building / district? List them and hypothesize what might be keeping them operational.

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Brainstorm strategies that might best help you address the barriers as you work toward fostering systemic growth in your building / district:

Limiting Beliefs or Values Framing:
Eg: Book Studies to explore /address the impact of beliefs on actions and outcomes

Lack of Skills / Knowledge of Alternative Skills
Eg: PD to address knowledge and skill development

Lack of Systems to Support Consistent Alternative Skills
Eg: developing aligned policies, procedures, schedules, assessments, etc. that support skill implementation
Kansans Can Integrated Learning Process:  
The 5 Growth Principles

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<tr>
<td>Climate Surveys [eg: CTC]</td>
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<tr>
<td>Systematic Screening for Risk</td>
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<tr>
<td>Competency &amp; Skill Assessment or way to measure growth</td>
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<td></td>
</tr>
<tr>
<td>Family Engagement Survey</td>
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</tbody>
</table>
**Kansans Can Assessment of Practices & Policies Promoting an Integrated Learning Process**

**RATING:**
1 = element is not in place at all  
2 = element is partially in place  
3 = element is mostly in place  
4 = element is fully in place

|--------------------------------------|-------------------------------------------------------------------------------------------------|--------|
| **Serve & Return:** When a person “serves” a bid for attention or connection, we respond in a connected and growth-promoting way. | • ALL students’ social, emotional and academic development and growth are consistently attended to, regardless of status (regular or special ed) or needs (mental health, trauma-impacted, etc.).  
• Trust is fostered through clear, concise, and positive communication of boundaries and expectations.  
• Practices (educational, mental health, etc.) are linguistically appropriate and culturally competent. | 1 2 3 4 |

This creates the safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills.

| Co-Regulation: When the regulated nervous system of the adult signals and implicitly assists the regulation of the student’s nervous system. | • Activities are structured in predictable and emotionally safe ways.  
• Staff are trained in and can embody the physiological ‘cues’ that help children feel safe.  
• Staff display an attitude of caring and view that all children are ‘doing the best they can’ rather than assuming intentionality.  
• Through caring connection staff display their belief that a child is doing his/her best at any moment and help regulate them toward increased resilience.  
• Staff recognize a primary goal of social-emotional development is helping children calm down and become in control of their behavior in times of stress.  
• Boundaries and discipline balance accountability with an understanding of trauma and toxic stress. | 1 2 3 4 |

| Agency: Being central to one’s own life story with the growing ability to make choices and decisions about one’s life, take increasingly skilled action, and influence one’s environment. | • Students’ strengths and interests are encouraged and incorporated.  
• Opportunities exist for students to learn about emotions, practice regulation techniques, and practice pro-social behaviors for attaining their goals.  
• Opportunities exist for expressing care and learning how to interact effectively with others.  
• Opportunities exist for identifying interests and learning how to plan and follow through on assignments.  
• All communications with and regarding students and families foster trust and dignity by respecting the bounds of confidentiality. | 1 2 3 4 |

| Engagement: The degree of connection a person experiences when learning, doing or interacting. | • Information is presented and learning is assessed using multiple modes.  
• Staff uses a repertoire of skills to actively engage and build positive relationships with families.  
• Strategies to involve parents are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of interpreters, translated materials, and informed choice.  
• Protocols exist for helping students transition back to school from other placements. | 1 2 3 4 |
## Kansans Can Assessment of Practices & Policies Promoting an Integrated Learning Process

### Feedback:
An output that affects the subsequent input. Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections between staff, students, and families are reciprocal and offer opportunities for shared learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback is aimed at fostering development, curiosity, learning, and resilience, while nurturing trust and relationship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observations, and opportunities for team work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going professional development opportunities occur as determined by staff needs assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff has regular opportunities for assistance from mental health providers in responding appropriately and confidentially to families.</td>
<td></td>
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</tbody>
</table>

### Individual:
A whole person, who is often seen through the lens of the role they may play, but should not be reduced to that alone. Eg: Students, educators, parent, community members, partner.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school attends to the biological, psychological and social-emotional development needs of all students to promote flourishing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has a range of practices and provides access to responsive services for prevention, early intervention, treatment, and crisis intervention for the range of mental health and behavioral needs that are trauma-competent.</td>
<td></td>
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</tbody>
</table>

### Environment:
The physical, emotional and intellectual space we share and in which we relate to one another. Environments serve & empower human flourishing through responsive systems, policies and processes.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership has a plan for reviewing and ensuring policies, practices, and professional development are consistent with the aims described above.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School contains predictable and safe environments (including classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership (including principal and/or superintendent) reviews data and develops annual action plan for improving climate to foster social, emotional, and mental health flourishing. Plan addresses barriers to progress and builds on strengths.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student-record information, and sensitive handling of reports of suspected incidents of abuse or neglect.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies describe how, when, and where to refer families for supports; staff actively facilitate and follow through in supporting families’ access to trauma-competent mental health services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School develops and maintains ongoing partnerships with state and community-based human service agencies to facilitate access to resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When possible, school and community agencies seamlessly address community needs by leveraging funding to make supports available.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from and informed by the following references:
Trauma-Sensitive School Checklist by Lesley University and Massachusetts Advocates for Children, 2012.
Trauma-Informed Care in Youth Serving Settings by Traumatic Stress Institute of Klingberg Family Centers
Core Competencies for Trauma-Informed Staff by U.S. Department of Health & Human Services, Office on Women’s Health.
Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Observer</th>
<th>Subject</th>
<th>Date/Time</th>
<th>Equitable Classroom Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Observed (1 point)</td>
</tr>
<tr>
<td>1. Welcomes students by name as they enter the classroom</td>
<td></td>
<td></td>
<td></td>
<td>Asks students for correct pronunciation of their names; correctly pronounces students' names</td>
</tr>
<tr>
<td>2. Uses eye contact with all students</td>
<td></td>
<td></td>
<td></td>
<td>Makes culturally appropriate eye contact with all students</td>
</tr>
<tr>
<td>3. Uses proximity with all students equitably</td>
<td></td>
<td></td>
<td></td>
<td>Circulates around student work areas to be close to all students</td>
</tr>
<tr>
<td>4. Uses body language, gestures, and expressions to convey a message that all students’ questions and opinions are important</td>
<td></td>
<td></td>
<td></td>
<td>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</td>
</tr>
<tr>
<td>5. Arranges the classroom to accommodate discussion</td>
<td></td>
<td></td>
<td></td>
<td>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</td>
</tr>
<tr>
<td>6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students</td>
<td></td>
<td></td>
<td></td>
<td>Displays and uses materials (supplemental books) that reflect all students’ racial, ethnic, and cultural backgrounds year round; Displays products and props from students’ home and community background</td>
</tr>
<tr>
<td>7. Uses a variety of visual aids and props to support student learning</td>
<td></td>
<td></td>
<td></td>
<td>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</td>
</tr>
<tr>
<td>8. Learns, uses, and displays some words in students' heritage language</td>
<td></td>
<td></td>
<td></td>
<td>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</td>
</tr>
<tr>
<td>9. Models use of graphic organizers</td>
<td></td>
<td></td>
<td></td>
<td>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</td>
</tr>
<tr>
<td>10. Uses class building and teambuilding activities to promote peer support for academic achievement</td>
<td></td>
<td></td>
<td></td>
<td>Structures academic and social interactions between students</td>
</tr>
<tr>
<td>11. Uses random response strategies</td>
<td></td>
<td></td>
<td></td>
<td>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</td>
</tr>
<tr>
<td>12. Uses cooperative learning structures</td>
<td></td>
<td></td>
<td></td>
<td>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</td>
</tr>
<tr>
<td>13. Structures heterogeneous and cooperative groups for learning</td>
<td></td>
<td></td>
<td></td>
<td>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</td>
</tr>
<tr>
<td>14. Uses probing and clarifying techniques to assist students to answer</td>
<td></td>
<td></td>
<td></td>
<td>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</td>
</tr>
</tbody>
</table>

Adapted from “A Resource for Equitable Classroom Practice” 2010
Louisiana State Personnel Development Grant
<table>
<thead>
<tr>
<th>Equitable Classroom Practice</th>
<th>Observed (1 point)</th>
<th>Not Observed (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Acknowledges all students’ comments, responses, questions, and contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Uses affirming, correcting, or probing to acknowledge all students’ responses</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Seeks multiple perspectives</td>
<td></td>
<td></td>
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<tr>
<td><em>Validates all perspectives with responses such as: “That’s one idea. Does anyone else have another?”; “That was one way to solve the problem. Who did it another way?”; “Who has an alternative view?”</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content</td>
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</tr>
<tr>
<td><em>Uses a variety of approaches to monitor students’ understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</em></td>
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<td></td>
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<tr>
<td>18. Identifies students’ current knowledge before instruction</td>
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<td></td>
</tr>
<tr>
<td><em>Uses a variety of methods to assess students’ knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</em></td>
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<tr>
<td>19. Uses students’ real life experiences to connect school learning to students’ lives</td>
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<tr>
<td><em>Asks students to reflect upon and discuss the following: “What events/situations occur in your family or neighborhood that require some knowledge of ___?” How does knowing about ___ benefit your interactions in your family, neighborhood, or school?”; Uses examples that are reflective of students’ lives to support learning</em></td>
<td></td>
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<tr>
<td>20. Uses Wait Time</td>
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<tr>
<td><em>Pauses at least 3-5 seconds to consider the student’s response before affirming, correcting, or probing; Pauses following a student’s response to allow other students to consider their reactions, responses and extensions</em></td>
<td></td>
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</tr>
<tr>
<td>21. Asks students for feedback on the effectiveness of instruction</td>
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</tr>
<tr>
<td><em>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</em></td>
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<td></td>
</tr>
<tr>
<td>22. Provides students with the criteria and standards for successful task completion</td>
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<tr>
<td><em>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</em></td>
<td></td>
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</tr>
<tr>
<td>23. Gives students effective, specific oral and written feedback that prompts improved performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Explains and models positive self-talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Asks higher-order questions equitably of all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Provides individual help to all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Ensures all students receive individual help</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

**Comments:**

Adapted from “A Resource for Equitable Classroom Practice” 2010
Louisiana State Personnel Development Grant
Implementation Survey

Description and Purpose
The Second Step K–5 Implementation Survey collects information about program implementation as experienced by those teaching it. It should be completed by individuals involved in delivering lessons and/or reinforcing program skills and concepts. The survey can function as a formative assessment of the implementation process during the year and a record of implementation experiences at the end of the year.

Directions
Have respondents answer each survey item using the five-point scale provided. Information from other process measures (for example, the Lesson-Completion Checklist and Lesson Delivery and Reinforcement Checklist) can be used to complete this form.

Interpreting Results
The survey provides a snapshot of Second Step implementation experiences during or at the end of an implementation year. You can compare the results with surveys from earlier in the year or surveys from previous or subsequent years to help assess progress toward schoolwide program goals and inform plans for sustainable program implementation.

Following are the implementation task categories that correspond to the survey items:
• Motivate: Items 1–2
• Prepare: Items 3–11
• Train and Support: Items 12–19
• Validate: Items 20–22

Go online to www.secondstep.org for more tips and tools.
Survey

This short survey is intended to help school staff assess implementation of the K–5 Second Step program. It may be used to inform implementation goals and improvement plans. Use the five-point scale, ranging from Strongly Agree to Strongly Disagree, to respond to each item. Select 0 if an item does not apply to you.

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I understand the goals and objectives of the Second Step program.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>I am committed to helping my students achieve the goals of the program.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>I am aware of the overall implementation plan for our school.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>I understand my role in the implementation process.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>I know which implementation tasks I’m responsible for and how to carry them out.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>I have or know how to get the materials I need to teach and/or reinforce Second Step program skills and concepts (for example, program kits, DVDs, CDs, posters, and handouts).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>I have access to all the equipment I need to implement the program (for example, DVD player, CD player, and LCD projector).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>I have adequate time to prepare for lesson delivery.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>I have a specific time scheduled for delivering the lessons.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>I believe it is important to implement the Second Step program fully.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>I understand how I can help monitor the implementation process (for example, by using the Lesson-Completion Checklist or Lesson Delivery and Reinforcement Checklist).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>I feel adequately trained to deliver Second Step lessons.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>I feel confident in my ability to reinforce lesson concepts and skills as explained in the Using Skills Every Day sections.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>I know where and how to get resources to help improve my practice (for example, support from individuals or online resources).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>I have adequate implementation support (for example, from my administration, coordinator, and/or district).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>---</td>
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<td>----------------</td>
</tr>
<tr>
<td>16.</td>
<td>I teach the lessons in order.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>17.</td>
<td>I do the Daily Practice Activities with my students.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>18.</td>
<td>I reinforce the lesson skills and concepts as explained in the Using Skills Every Day sections.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>19.</td>
<td>I send Home Links to my students’ families.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>20.</td>
<td>I use the Second Step program’s formative and summative assessments to monitor student progress.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>21.</td>
<td>I use implementation process monitoring tools to assess my implementation of the Second Step program.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>22.</td>
<td>I believe my students are benefiting from the Second Step program.</td>
<td>0</td>
<td>5</td>
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</table>
PROGRAM EVALUATION
Second Step SEL for Early Learning

Purpose of This Guide

This guide is written specifically for people who want to evaluate an early learning center’s Second Step implementation, but are not trained in program evaluation and are not working with a professional evaluator.

This isn’t a general guide to evaluating early learning programs—it’s written specifically with Second Step SEL for elementary schools in mind.

Why Evaluate?

People evaluate their use of Second Step for a variety of reasons. In general the goal is to show that the resources put into the program are paying off, so one of the most common audiences for evaluations is funders. Another important audience is parents and community members.

Many people choose to evaluate the program to see how it’s working. Evaluation evidence can increase staff motivation and commitment to implementing the program fully and well. Evaluation can also help early learning centers see how implementation might be affecting outcomes and how it might be improved to ensure students are benefitting fully from the program. Evaluation is also useful for tracking progress toward desired program goals and outcomes over time.

Evaluating Implementation

What Am I Evaluating?

One of the keys to successful, effective evaluation is to be sure you know just what you’re evaluating. Every early learning center purchases the same Second Step program, but what students actually receive can vary widely. You can make your Second Step evaluation more powerful and useful by looking at how the program is being implemented in your center. Remember, you’re evaluating the intervention your students actually get, which, depending on implementation, might be more or less like the exact program you purchased.

What Information Should I Gather?

What would an early learning center need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how Second Step is being taught in your setting or settings. In particular:

• How many children are receiving Second Step
• How many of the Weekly Theme activities are being taught
• To what extent the program is being taught as written
• What else is being done outside of the Weekly Theme activities to reinforce Second Step skills, both in the classroom and throughout the early learning center

How Do I Gather It?

Collecting data on what children are receiving typically involves having staff complete a simple survey that covers the questions listed above. There are two surveys for this purpose available on SecondStep.org and listed below. Surveys should be filled out by the relevant staff.

• The Implementation Survey for Second Step Early Learning collects information about program implementation as experienced by those teaching and reinforcing program skills. It should be completed by staff who teach Weekly Theme activities and/or reinforce program content. You can use this survey to assess the implementation process during the year and as a record of implementation experiences at the end of the year.

• The early learning Weekly Theme Completion Checklist is a one-page survey that covers the Weekly Themes in each unit. The survey allows you to gather data on how many of the themes were taught, how much and what kind of changes were made, and how much reinforcement was done for each theme.
What's Implementation Fidelity?
Surveying staff on how the program is being taught can also go beyond examining how many students are receiving how many Weekly Themes. Implementation evaluation can also look at the “fidelity” of implementation. Fidelity basically means the extent to which the program is taught as written. A full implementation ideally means students are receiving all the Weekly Themes in order and all the content in each Weekly Theme. For a variety of reasons, staff sometimes only teach parts of Weekly Themes and skip others, teach them out of order, or change some of the content. These are all examples of low fidelity.

Obviously it's possible to change the Weekly Themes in ways that don't harm or might even improve outcomes, but it’s also possible to change them in ways that reduce program effectiveness. Committee for Children recommends implementing the program with as much fidelity as possible, and it can be useful in an evaluation to know the fidelity with which the program was taught.

Types of Evaluation Design
It might be helpful to think about your Second Step evaluation as falling somewhere along a spectrum of evaluation rigor. The most rigorous approach is an experimental design, in the middle is what is called quasi-experimental design, and the least rigorous approach is a non-experimental design. Each of these designs and their pros and cons are described below.

Experimental Design
One of the main challenges in program evaluation is determining whether any effects you find were in fact caused by the program you're evaluating. In any given early learning center, Second Step is only one of many factors affecting students’ attitudes and behaviors. The purpose of an experimental design is to increase your confidence that changes you find in students were caused by their exposure to Second Step.

This is primarily accomplished through random assignment. Random assignment means you determine which students will be involved in the study (your study population), and each of those students has an equal chance of either being taught the program or not. Random assignment is a powerful way to create two groups that are as likely as possible not to be significantly different. This goes a long way toward ruling out differences in outcomes being due to initial differences in the students being studied.

For complicated technical reasons, random assignment for evaluating a program like Second Step requires assigning entire centers to either implement the program or not (the ones that don't implement serve as non-intervention controls). In addition, for statistical reasons, a large number of centers must be involved in the evaluation. Scientifically valid experimental design evaluations of the Second Step program commonly involve thirty to sixty or more centers in one study. A study this large is typically not feasible for an early learning center to carry out, and since experimental design requires randomizing entire centers, this approach can't be done by an individual center.

Quasi-Experimental Design
Quasi-experimental designs are a way to try to assess program effects when random assignment isn't possible. Rather than a randomly selected control group, a quasi-experimental design includes a comparison group. Comparison groups are made up of students who are not receiving the program. The key to creating a good comparison group is attempting to match the students as closely as possible to those receiving Second Step Weekly Themes. The more alike the two groups are, the more useful the comparison group data will be. The most common way to match comparison group students (or classrooms or centers) to those getting Second Step Weekly Themes is by using demographics, such as age, race or ethnicity, gender, income, etc.

The drawback to the quasi-experimental approach is you ultimately have less certainty that the students in the two groups you're comparing are alike to begin with than with random assignment, and differences between the two groups that don't have to do with Second Step may be part of the cause of differences you find in outcomes. However, this approach is a reasonable way to increase the strength of an evaluation.
Non-Experimental Design
A non-experimental design means gathering data on children who receive Second Step only, without any control or comparison children involved. This approach is often the most feasible for many early learning centers. Just keep in mind that it can't tell you whether any outcomes you find were actually caused by Second Step. This method gives you relational findings that tell you how related your outcomes are to Second Step, but not what is causing that relationship. For example, it may be that Second Step is causing the changes you find, or it could be that early learning centers using Second Step are also doing other things that benefit children and cause the changes you’re finding.

The clear advantage of not including control or comparison groups in your evaluation is that it’s simpler and relatively inexpensive.

The primary approach used in non-experimental Second Step evaluation is to collect data before and after the program is implemented. This information is often called pre- and post-test data. Getting this information typically involves surveying students and/or staff in the fall and again in the spring.

Although it’s difficult to know how much of the change (positive or negative) from fall to spring was caused by Second Step, there are ways to make this evaluation approach stronger and more informative. Keep in mind that student behavior typically changes from the beginning to the end of the school year, regardless of what programs you’re implementing. The simple pre/post evaluation approach can be tricky, because students often start the school year out on their best behavior, but by the end of the year their behavior can look worse than they did at the beginning—even if you implement Second Step and it’s working. It may be that students are having more conflicts and problems by the end of the year, but without Second Step Weekly Themes those increases would have been much larger.

One way to tease out these types of effects that strengthen a simple pre/post evaluation is to collect data across multiple years. It can be particularly useful, once a fall baseline is established, to collect data each spring. It often takes time for staff to become familiar with the program, so implementation quality can improve over time, yielding better outcomes when the program has been in place longer.

A final way to strengthen a non-experimental approach to evaluation is to look at implementation. In some early learning centers, implementation will vary—some students will get more Weekly Themes than others, some staff will implement the Weekly Themes more fully than others, and some staff will reinforce skills more than others. If you’re collecting data from staff on implementation, you may be able to compare outcomes for students who received different amounts, or doses, of the program. If students who received more Weekly Themes or more reinforcement show better outcomes, that can help you see how to increase outcomes for more students.

Evaluation Surveys
It’s important to choose carefully developed and tested tools for your Second Step evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times. Here are some recommended assessments you could use to examine various outcomes of interest. Information about them can be found on SecondStep.org.

Devereux Early Childhood Assessment (DECA) for Preschoolers, Second Edition
The DECA–P2 is designed to measure three social-emotional skills important to a child’s well-being: initiative, self-regulation, and attachment/relationships. Scoring the survey will give you a total protective factors (TPF) score for each child, as well as specific scores for each of the three protective factors. The DECA–P2 also produces a behavioral concerns screener score.

Minnesota Executive Function Scale (MEFS) by Reflection Sciences
The MEFS is designed to assess executive-function skills of children ages two and up. It’s a tablet-based game (iPad and Android) that takes five minutes to complete. The MEFS starts at an age-dependent level and adapts to each child’s ability.
**Using Data for Evaluation**

As part of their normal operations, early learning centers may collect data on children that can contribute to Second Step evaluation. Any information gathered and tracked over time could be considered for this purpose. For example, many early learning centers record information based on observations of students that could be used to examine program effects. Data on behavior problems could be tracked over time as a way to see whether implementing Second Step has resulted in fewer problem behaviors. Just be sure to check the evaluation design section of this paper for information on how different evaluation designs affect the strength of the connection between Second Step and any outcomes you find.

One of the advantages of this approach is that early learning centers can often compare the number of referrals or other data for the year before they implemented Second Step to the number once the program has been implemented. In addition, it’s possible to track referrals or other data over time to see whether the program results in fewer children having behavioral problems once the program is in place for multiple years.

**Using Evaluation Findings**

**Positive Outcomes**

Congratulations! Your evaluation has shown that your implementation Second Step has improved outcomes for your children. This is the time to ensure that your early learning center or regional or school district program continues to teach the program to children and supports what children are learning in it throughout the day and the early learning environment. Remember that ongoing support for the program by center directors has been shown to be the number one factor that drives continued successful implementation over time.

Share the good news with your center staff, the regional or school district staff, funders, parents, and the community so your efforts continue to be applauded and supported.

**Poor Outcomes With No Implementation Evaluation**

If your evaluation suggests that children are not benefitting from the program, a natural place to look for reasons and positive actions that can be taken is program implementation. As discussed in the Evaluating Implementation section, how the program is implemented is very important and has been shown to affect outcomes. If you have not examined program implementation as part of your evaluation, doing so may provide you with ideas for how to strengthen the program and improve its impact on children. The Evaluating Implementation section discusses tools you can use to examine implementation of the program in your early learning center, regional, or school district early learning program.

**Poor Outcomes With Implementation Evaluation**

If your evaluation included information on implementation, then poor outcomes indicate the importance of looking closely at how the program is being implemented to see where there is room for improvement that may increase program effects.

Keep in mind that high quality program implementation goes beyond teaching the Weekly Themes. Just like with numeracy and literacy, what children learn in the Second Step program has to be reinforced and practiced in order to be mastered. Look for ways staff can cue children to use the skills taught in the program throughout the day and across the early learning environment, and find ways to reinforce children’s skill use.

If it appears that program implementation in your setting has been done well, it can be harder to know where to turn if your evaluation is not finding positive outcomes. Keep in mind that a truly rigorous evaluation requires random assignment of a large number of early learning centers and that quasi-or non-experimental evaluations can make it hard to separate out the effects of Second Step from other factors in your setting.
Purpose of This Guide

This guide is written specifically for people who want to evaluate a school or district’s Second Step implementation, but are not trained in program evaluation and are not working with a professional evaluator.

This isn’t a general guide to evaluating school-based programs—it’s written specifically with Second Step SEL for elementary schools in mind.

Why Evaluate?

People evaluate their use of Second Step for a variety of reasons. In general the goal is to show that the resources put into the program are paying off, so one of the most common audiences for evaluations is funders. Another important audience is parents and community members.

Many people choose to evaluate the program to see how it’s working. Evaluation evidence can increase staff motivation and commitment to implementing the program fully and well. Evaluation can also help schools see how implementation might be affecting outcomes and how it might be improved to ensure students are benefiting fully from the program. Evaluation is also useful for tracking progress toward desired program goals over time.

Evaluating Implementation

What Am I Evaluating?

One of the keys to successful, effective evaluation is to be sure you know just what you’re evaluating. Every school and district purchases the same Second Step program, but what students actually receive can vary widely. You can make your Second Step evaluation more powerful and useful by looking at how the program is being implemented in your school or district. Remember, you’re evaluating the intervention your students actually get, which, depending on implementation, might be more or less like the exact program you purchased.

What Information Should I Gather?

What would a school need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how Second Step is being taught in your setting or settings. In particular:

- How many students are receiving Second Step lessons? All students? Only certain grades? Only certain classrooms?
- How many of the lessons are being taught?
- How closely are lessons being taught to how they are written?
- Are students doing Daily Practice Activities?
- What else is being done outside formal lessons to reinforce Second Step skills, both in the classroom and throughout the school?

How Do I Gather It?

Collecting data on what students are receiving typically involves having staff complete a simple survey that asks the questions listed above. Some surveys for this purpose are available on SecondStep.org:

- The Implementation Preparedness Survey assesses implementation readiness, whether for support purposes or for checking back later on possible implementation problem sources
- The Lesson-Completion Checklists for teachers and counselors are short surveys for assessing implementation of the entire program post-implementation and cover dose, fidelity, and reinforcement
- The Implementation Survey briefly covers the full range of implementation readiness and actual implementation
Surveys should be filled out by the relevant staff. For example, in some schools the program is taught by classroom teachers, while in others counselors teach most of the lessons. However, teacher input will always be required to find out how much and what parts of Second Step students are actually getting, since teachers are responsible for skill reinforcement outside the lessons, even when the lessons are taught by counselors.

**What’s Implementation Fidelity?**
Surveying staff on how the program is being taught can also go beyond examining how many students are receiving how many lessons. Implementation evaluation can also look at the “fidelity” of implementation. Fidelity basically means the extent to which the program is taught as written.

A full implementation ideally means students are receiving all the lessons in order and all the content in each lesson. For a variety of reasons, staff sometimes only teach parts of lessons and skip others, teach lessons out of order, or change some of the content. These are all examples of low fidelity. Obviously it’s possible to change lessons in ways that don’t harm or might even improve outcomes, but it’s also possible to change lessons in ways that reduce program effectiveness. Committee for Children recommends implementing the program with as much fidelity as possible, and it can be useful in an evaluation to know the fidelity with which the program was taught.

**Types of Evaluation Design**
It might be helpful to think about your Second Step evaluation as falling somewhere along a spectrum of evaluation rigor. The most rigorous approach is an experimental design, in the middle is what is called quasi-experimental design, and the least rigorous approach is a non-experimental design. Each of these designs and their pros and cons are described below.

**Experimental Design**
One of the main challenges in program evaluation is determining whether any effects you find were in fact caused by the program you’re evaluating. In any given classroom, school, or district, Second Step is only one of many factors affecting students’ attitudes and behaviors. The purpose of an experimental design is to increase your confidence that changes you find in students were caused by their exposure to Second Step.

This is primarily accomplished through random assignment. Random assignment means you determine which students will be involved in the study (your study population), and each of those students has an equal chance of either being taught the program or not. Random assignment is a powerful way to create two groups that are as likely as possible not to be significantly different. This goes a long way toward ruling out differences in outcomes being due to initial differences in the students being studied.

For complicated technical reasons, random assignment for evaluating a program like Second Step requires assigning entire schools to either implement the program or not (the ones that don’t implement serve as non-intervention controls). In addition, for statistical reasons, a large number of schools must be involved in the evaluation. Scientifically valid experimental design evaluations of Second Step commonly involve thirty to sixty or more schools in one study. A study this large is typically not feasible for a school district to carry out, and since experimental design requires randomizing entire schools, this approach cannot be done by an individual school.

**Quasi-Experimental Design**
Quasi-experimental designs are a way to try to assess program effects when random assignment isn’t possible. Rather than a randomly selected control group, a quasi-experimental design includes a comparison group. Comparison groups are made up of students who are not receiving the program. The key to creating a good comparison group is attempting to match the students as closely as possible to those receiving Second Step lessons. The more alike the two groups are, the more useful the comparison group data will be. The most common way to match comparison group students (or classrooms or schools) to those getting Second Step lessons is by using demographics, such as age, race or ethnicity, gender, income, etc.
The drawback to the quasi-experimental approach is you ultimately have less certainty that the students in the two groups you’re comparing are alike to begin with than with random assignment, and differences between the two groups that don’t have to do with Second Step may be part of the cause of differences you find in outcomes. However, this approach is a reasonable way to increase the strength of an evaluation.

Non-Experimental Design
A non-experimental design means gathering data on children who receive Second Step only, without any control or comparison children involved. This approach is often the most feasible for many schools and districts, just keep in mind that it can’t tell you whether any outcomes you find were actually caused by Second Step. This method gives you relational findings that tell you how related your outcomes are to Second Step, but not what is causing that relationship. For example, it may be that Second Step is causing the changes you find, or it could be that schools using Second Step are also doing other things that benefit children and cause the changes you’re finding.

The clear advantage of not including control or comparison groups in your evaluation is that it’s simpler and relatively inexpensive.

The primary approach used in non-experimental Second Step evaluation is to collect data before and after the program is implemented. This information is often called pre- and post-test data. Getting this information typically involves surveying students and/or staff in the fall and again in the spring.

Although it’s difficult to know how much of the change (positive or negative) from fall to spring was caused by Second Step, there are ways to make this evaluation approach stronger and more informative. Keep in mind that student behavior typically changes from the beginning to the end of the school year, regardless of what programs you’re implementing. The simple pre/post evaluation approach can be tricky, because students often start the school year out on their best behavior, but by the end of the year their behavior can look worse than they did at the beginning—even if you implement Second Step and it’s working. It may be that students are having more conflicts and problems by the end of the year, but without Second Step lessons those increases would have been much larger.

One way to tease out these types of effects that strengthen a simple pre/post evaluation is to collect data across multiple years. It can be particularly useful, once a fall baseline is established, to collect data each spring. It often takes time for staff to become familiar with the program, so implementation quality can improve over time, yielding better outcomes when the program has been in place longer. More importantly, tracking data across multiple years allows you to see the cumulative effect of students receiving a larger dose of the program. Second Step isn’t intended as a one-year intervention. It’s carefully designed so each year’s lessons build on those that came before. Collecting data on outcomes across multiple years allows you to capture that growth.

A final way to strengthen a non-experimental approach to evaluation is to look at implementation. In some schools and districts, implementation will vary—some students will get more lessons than others, some staff will implement the lessons more fully than others, and some staff will reinforce skills more than others. If you’re collecting data from staff on implementation, you may be able to compare outcomes for students who received different amounts, or doses, of the program. If students who received more lessons or more reinforcement show better outcomes, that can help you see how to increase outcomes for more students.

Evaluation Surveys
It’s important to choose carefully developed and tested tools for your Second Step evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times.

The following are survey measures we recommend you use. More information can be found on SecondStep.org.
Devereux Student Strengths Assessment: Second Step Edition (DESSA-SSE)
The DESSA-SSE is a behavior rating scale for Kindergarten through Grade 5 students that assesses their skills related to social-emotional competence, resilience, and academic success. It’s designed to be completed by parents, teachers, and after-school staff. The DESSA-SSE can be used to measure individual child outcomes, too.

Panorama Education
Panorama’s Student Perception of SEL for Grades 3 through 5 is designed to help educators measure students’ social-emotional learning and use data to inform instruction and interventions. Self-reflection topics include social-emotional skills such as self-management, social awareness, and growth mindset. Additional self-reflection topics explore student-teacher relationships and students’ sense of belonging. Panorama’s survey and platform enable educators to explore data at the individual, class, grade, school, and district levels.

Strengths and Difficulties Questionnaire (SDQ)
The SDQ is a brief behavioral screening questionnaire for use with 3- to 16-year-olds. It asks about 25 attributes, some positive and some negative, on five different scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.

Using School Data for Evaluation
Schools collect data as part of their everyday operations, and this data is often used as part of a Second Step evaluation. Probably the most commonly used school data is on disciplinary referrals. Many schools look at their disciplinary referrals over time as a way to see whether implementing Second Step has resulted in fewer problem behaviors. One of the advantages of this approach is that schools can often compare the number of referrals for the year before they implemented Second Step to the number once its in place.

In addition, it’s possible to track referrals over time to see whether the program results in fewer students having behavioral problems once it’s been in place for multiple years. Just be sure to check the Types of Evaluation Design section for information on how different evaluation designs affect the strength of the connection between Second Step and any outcomes you find.

Although it’s possible to look at other types of school data for evaluation purposes, disciplinary referrals are the most common and safest source of information on Second Step outcomes. Things like attendance, grades, and test scores can be affected by the program, but its effect on those outcomes is less direct and can be harder to see.

Using Evaluation Findings
Positive Outcomes
Congratulations! Your evaluation has shown that your Second Step implementation has improved outcomes for your students. This is the time to ensure that your school or district continues to teach the program and supports what students are learning in Second Step lessons throughout the school day and the school environment. Remember that the ongoing support for the program by building leaders has been shown to be the number one factor that drives continued successful implementation over time.

Share the good news with school staff, district staff, parents, and the community so your efforts continue to be applauded and supported.

Poor Outcomes With No Implementation Evaluation
If your evaluation suggests students are not benefiting sufficiently from Second Step, a natural place to look for reasons is implementation. As discussed in the Evaluating Implementation section, how the program is implemented is very important and has been shown to affect outcomes. If you haven’t examined Second Step implementation as part of your evaluation, doing so may provide you with ideas for how to strengthen the program and improve the effect on students.
Poor Outcomes With Implementation Evaluation
If your evaluation included information on implementation, then poor outcomes indicate the importance of looking closely at how the program is being implemented to see where there is room for improvement that may increase program effects.

Keep in mind that high quality Second Step implementation goes beyond teaching the lessons. Just like with academics, what students learn in Second Step has to be reinforced and practiced in order to be mastered. Look for ways staff can cue students to use Second Step skills throughout the school day and school environment, and find ways to reinforce students’ skill use.

If it appears that Second Step implementation in your setting has been done well, it can be harder to know where to turn if you’re not finding sufficiently positive outcomes from your evaluation. Keep in mind that a truly rigorous evaluation requires random assignment of a large number of schools, and that quasi- or non-experimental evaluations can make it hard to separate effects from other factors in your setting. Also recall that positive program outcomes may be lost in a one-year pre/post evaluation, because behaviors typically worsen from fall to spring. A lack of findings may result from changes in student behavior across the school year despite positive program effects.

If your one-year evaluation produces disappointing results, remember that the program is designed to have a cumulative effect across multiple years, and that teaching it, like anything else, takes time to master. A one-year evaluation does not necessarily capture program effects well, and it may be that data collected across more than one year will tell a different and more positive story.
PROGRAM EVALUATION
Second Step for Middle School

Purpose of This Guide
This guide is written specifically for people who want to evaluate a school's or district's implementation of the Second Step Middle School Program but aren't trained in program evaluation and aren't working with a professional evaluator.

This isn't a general guide to evaluating school-based programs—it's written specifically with Second Step in mind.

Why Evaluate?
People evaluate their use of Second Step for a variety of reasons. In general the goal is to show funders that the resources put into the program are paying off. Another important audience is parents and community members.

Many people choose to evaluate the program to see how it's working. Evaluation evidence can increase staff motivation and commitment to implementing the program fully and well. Evaluation can also help schools see how implementation might be affecting outcomes and how it might be improved to ensure students are benefiting fully. In addition evaluation is useful for tracking progress toward desired program goals and outcomes over time.

Evaluating Implementation

What Am I Evaluating?
One of the keys to successful, effective evaluation is to be sure you know just what you’re evaluating. Every school and district purchases the same Second Step Program. However, what students actually receive can vary widely. You can make your Second Step evaluation more powerful and useful by looking at how the program is being implemented in your school or district. Remember, you’re evaluating the intervention your students actually get and, depending on implementation, that might be more or less like the exact program you purchased.

What Information Should I Gather?
What does a school need to know to be able to include implementation in its evaluation? Assessing implementation primarily means gathering information on how the program is being taught in your setting or settings.

• At the school or district level, how many students are receiving Second Step lessons? All? Only certain grades or classrooms?
• At the school level, what else is being done outside formal lessons to reinforce Second Step skills and concepts, both in the classroom and throughout the school?
• At the classroom level, are all the lessons being taught? If not, how many are? Are lessons being taught the way they’re written, or are they being changed significantly?

What’s Implementation Fidelity?
Surveying staff on how the program is being taught can also go beyond examining how many students are receiving how many lessons. Implementation evaluation can also look at the “fidelity” of implementation. Fidelity basically means the extent to which the program is taught as written.

A full implementation ideally means students are receiving all the lessons in order and all the content in each lesson. For a variety of reasons, staff sometimes only teach parts of lessons and skip others, teach lessons out of order, or change some of the content. These are all examples of low fidelity. Obviously it’s possible to change lessons in ways that don’t harm or might even improve outcomes, but it’s also possible to change lessons in ways that reduce program effectiveness. Committee for Children recommends implementing the program with as much fidelity as possible. It can be useful in an evaluation to know the fidelity with which the program was taught.
Types of Evaluation Design

It might be helpful to think about your Second Step evaluation as falling somewhere along a spectrum of evaluation rigor. The most rigorous approach is an experimental design, in the middle is what's called quasi-experimental design, and the least rigorous approach is a non-experimental design. Each of these designs and their pros and cons are described below.

Experimental Design

One of the main challenges in program evaluation is determining whether any effects you find were in fact caused by the program you're evaluating. In any given school, Second Step is only one of many factors affecting students' attitudes and behaviors. The purpose of an experimental design is to increase your confidence that changes you find in students were caused by their exposure to Second Step.

This is primarily accomplished through random assignment. Random assignment means you determine which students will be involved in the study (your study population), and each of those students has an equal chance of either being taught the program or not. Random assignment is a powerful way to create two groups that are as likely as possible not to be significantly different. This goes a long way toward ruling out differences in outcomes being due to initial differences in the students being studied.

For complicated technical reasons, random assignment for evaluating a program like Second Step requires assigning entire schools to either implement the program or not (the ones that don't implement serve as non-intervention controls). In addition, for statistical reasons, a large number of schools must be involved in the evaluation. Scientifically valid experimental design evaluations of Second Step commonly involve 30 to 60 or more schools. A study this large is typically not feasible for a school district, and since experimental design requires randomizing entire schools, this approach can't be done by an individual school.

Quasi-Experimental Design

Quasi-experimental designs are a way to try to assess program effects when random assignment isn't possible. Rather than a randomly selected control group, a quasi-experimental design includes a comparison group. Comparison groups are made up of students who are not receiving the program. The key to creating a good comparison group is attempting to match the students as closely as possible to those receiving Second Step lessons. The more alike the two groups are, the more useful the comparison group data will be. The most common way to match comparison group students (or classrooms or schools) to those getting Second Step lessons is by using demographics, such as age, race or ethnicity, gender, income, etc.

The drawback to the quasi-experimental approach is you ultimately have less certainty that the students in the two groups you're comparing are alike to begin with than with random assignment, and differences between the two groups that don't have to do with Second Step may be part of the cause of differences you find in outcomes. However, this approach is a reasonable way to increase the strength of an evaluation.

Non-Experimental Design

A non-experimental design means gathering data on children who receive Second Step only, without any control or comparison students involved. This approach is often the most feasible for many schools and districts. Just keep in mind that it can't tell you whether any outcomes you find were actually caused by Second Step. It may be that Second Step is causing the changes you find, or it could be that schools using Second Step are also doing other things that benefit children and cause the changes you're finding. The clear advantage of not including control or comparison groups in your evaluation is that it's simpler and relatively inexpensive.

The primary approach used in non-experimental Second Step evaluation is to collect data before and after the program is implemented. This information is often called
Second Step for Middle School

Program Evaluation

Second Step.

Using School Data Evaluation

Schools collect data as part of their everyday operations, and the most commonly used school data is probably discipline referral data. Many schools look at their disciplinary referrals over time as a way to see whether implementing the Second Step Program has resulted in fewer problem behaviors. One of the advantages of this approach is that schools can often compare the number of referrals for the year before they implemented the program to the number once Second Step has been in place.

It's also possible to track referrals over time to see whether the program results in fewer students having behavioral problems once it's been in place for multiple years. Check the Evaluation Design section for information on how different evaluation designs affect the strength of the connection between Second Step and any outcomes you find.

Although it's possible to look at other types of school data for evaluation purposes, disciplinary referrals are the most common and safest source of information on Second Step outcomes. Things like attendance, grades, and test scores can be affected by the program, but its effect on those outcomes is less direct and can be harder to see.

Using Evaluation Findings

Positive Outcomes

Congratulations! Your evaluation has shown that your Second Step implementation has improved outcomes for students. This is the time to ensure that your school or district continues to teach the program and supports what students are learning in Second Step lessons throughout the school day and school environment. Remember that ongoing support for the program by building leaders has been shown to be the number one factor that drives continued successful implementation over time. Share the good news with school staff, district staff, parents, and the community, so your efforts continue to be sustained and supported.

Strengthening Your Non-Experimental Evaluation

One way to tease out these types of effects and strengthen a simple pre/post evaluation is to collect data across multiple years. It can be particularly useful, once a fall baseline is established, to collect data each spring. It often takes time for staff to become familiar with the program, so implementation quality can improve over time, yielding better outcomes when the program has been in place longer. More importantly, tracking data across multiple years allows you to see the cumulative effect of students receiving a larger dose of the program. Second Step isn't intended as a one-year intervention. It's carefully designed so each year's lessons build on those that came before. Collecting data on outcomes across multiple years allows you to capture that growth.

A final way to strengthen a non-experimental approach to evaluation is to examine implementation. In some schools and districts, implementation will vary—some students will get more lessons than others, some staff will implement the lessons more fully than others, and some staff will reinforce skills more than others. If you're collecting data from staff on implementation, you may be able to compare outcomes for students who received different amounts, or doses, of the program. If students who received more lessons or more reinforcement show better outcomes, that can help you see how to increase outcomes for more students.

pre- and post-test data. Getting this information typically involves surveying students and/or staff in the fall and again in the spring.

Although it's difficult to know how much of the change (positive or negative) from fall to spring was caused by Second Step, there are ways to make this evaluation approach stronger and more informative. Student behavior typically changes from the beginning to the end of the school year, regardless of what programs you're using. Students often start the school year out on their best behavior, but by the end of the year their behavior can look worse—even if you implement the program and it's working. It may be that students are having more conflicts and problems by the end of the year, but without Second Step lessons, those increases would have been much larger.

Using School Data Evaluation

Schools collect data as part of their everyday operations, and the most commonly used school data is probably discipline referral data. Many schools look at their disciplinary referrals over time as a way to see whether implementing the Second Step Program has resulted in fewer problem behaviors. One of the advantages of this approach is that schools can often compare the number of referrals for the year before they implemented the program to the number once Second Step has been in place.

It's also possible to track referrals over time to see whether the program results in fewer students having behavioral problems once it's been in place for multiple years. Check the Evaluation Design section for information on how different evaluation designs affect the strength of the connection between Second Step and any outcomes you find.

Although it's possible to look at other types of school data for evaluation purposes, disciplinary referrals are the most common and safest source of information on Second Step outcomes. Things like attendance, grades, and test scores can be affected by the program, but its effect on those outcomes is less direct and can be harder to see.

Using Evaluation Findings

Positive Outcomes

Congratulations! Your evaluation has shown that your Second Step implementation has improved outcomes for students. This is the time to ensure that your school or district continues to teach the program and supports what students are learning in Second Step lessons throughout the school day and school environment. Remember that ongoing support for the program by building leaders has been shown to be the number one factor that drives continued successful implementation over time. Share the good news with school staff, district staff, parents, and the community, so your efforts continue to be sustained and supported.
Poor Outcomes

**With No Implementation Evaluation**
If your evaluation suggests students aren’t benefiting sufficiently from Second Step, a natural place to look for causes is implementation. As discussed in the Evaluating Implementation section, how the program is implemented is very important and has been shown to affect outcomes. If you haven’t examined Second Step implementation as part of your evaluation, doing so may provide you with ideas for how to improve the effect on students. See Outcome Measures for tools you can use to examine Second Step implementation in your school or district.

**With No Implementation Evaluation**
If your evaluation included implementation, then poor outcomes indicate that it’s important to look closely at how the program is being implemented to see where there’s room for improvement that may increase program effects. Keep in mind that high-quality Second Step implementation goes beyond teaching the lessons. Just like with academics, Second Step skills have to be reinforced and practiced in order to be mastered. Look for ways staff can cue students to use Second Step skills throughout the school day and school environment, and find ways to reinforce students’ skill use.

If it appears that Second Step implementation in your setting has been done well, it can be harder to know where to turn if you’re not finding sufficiently positive outcomes from your evaluation. Keep in mind that a truly rigorous evaluation requires random assignment of a large number of schools, and that quasi- or non-experimental evaluations can make it hard to separate Second Step effects from other factors. Also recall that positive program outcomes may be lost in a one-year pre/post evaluation, because behaviors typically worsen from fall to spring. A lack of findings may result from changes in student behavior throughout the school year, despite positive program effects.

If your one-year evaluation produces disappointing results, remember that the program is designed to have a cumulative effect across multiple years, and that teaching it, like anything else, takes time to master. A one-year evaluation does not necessarily capture program effects well, and it may be that data collected across more than one year will tell a different and more positive story.

**Outcome Measures**
It's important to choose carefully developed and tested tools for your Second Step Program evaluation. The basic approach to looking at data from surveys is to compare averages across surveys administered at different times. The following are outcome measures we recommend.

**PANORAMA EDUCATION**
The Panorama Education suite of surveys covers a wide range of topics in addition to social-emotional learning topics, including school- and classroom-level student experiences, school climate, and student-teacher relationships. Surveys are available for students in grades 3 through 12 as well as for teachers and parents. The company will compile survey results into a user-friendly data dashboard for a fee. Schools can also integrate their own data, such as on discipline referrals, into the Panorama system. All Panorama Education surveys are available online free to schools.

**Strengths and Difficulties Questionnaire (SDQ)**
The Strengths and Difficulties Questionnaire is a brief behavioral screening questionnaire for use with 3- to 16-year-olds. It asks about 25 attributes, some positive and some negative, on five different scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior.

**The Social-Emotional Assets and Resilience Scales (SEARS)**
The SEARS is a strengths-based measure designed to assess students’ assets and resilience, taking into account problem-solving skills, interpersonal skills, the ability to make and maintain friendships, the ability to cope with adversity, and the ability to be optimistic when faced with adversity. The SEARS includes surveys for students in grades 3 through 6 and 7 through 12 as well as teacher and parent surveys. The SEARS surveys are available in paper form or online for a fee, and scoring and data reporting services are available for a fee.