

Using Your Data
Resilience and Youth Development
For School Improvement



To participate: call into 1.866.330.1200 then enter 2186577 #

Workshop Overview

- Part 1** **Intro to Connectedness**
Connectedness Scales
Resilience & Youth Development Model
- Part 2** **Research: Connectedness and School Improvement**
Research: Benefits of Connectedness (WestEd)
Closing The Achievement Gap (CTAG)
- Part 3** **How we increase 'connectedness'**
Strategies to increase 'connectedness'
Links to workshops & resources



Intro to Connectedness

Research shows that supportive schools and communities foster positive outcomes by promoting students' sense of:

- **Connectedness** (1997) Resnick et al.,
- **Belonging** (1995) Baumeister & Leary,
- **Community** (1997) Schaps, et al.,



Intro to Connectedness

- **California Healthy Kids Survey (CHKS)** collects student data on School Connectedness (RYDM)
- Based on the scale from the **National Longitudinal Study on Adolescent Health.**
- Measures the degree to which students **feel close to people** at school, **a part of** the school, treated **fairly, happy,** and **safe** at school.



Intro to Connectedness

National Longitudinal Study on Adolescent Health (Ad Health)

- School connectedness were found to be **protective** against every **health risk measure**
- **Perceived caring** from teachers and high expectations for student performance foster a sense of connection.
- Highly **correlated with school attendance** and grades (Resnick et al., 1997).



Connectedness Scales

3. Resilience and Youth Development

Table A3.1

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total Assets	25	59	16	20	60	20	25	60	15	18	61	20
Caring Relationships: Adult in School	28	58	14	21	60	19	32	57	11	22	67	11
High Expectations: Adult in School	51	40	9	40	49	11	43	51	6	27	67	7
Meaningful Participation	9	53	38	10	49	42	9	48	43	9	36	55
<i>Community Environment</i>												
Total Assets	56	34	10	53	35	11	53	38	9	36	48	16
Caring Relationships: Adult in Community	58	30	12	55	33	13	56	31	13	57	27	16
High Expectations: Adult in Community	61	29	10	57	34	9	57	34	9	43	45	11
Meaningful Participation	42	38	20	39	42	19	37	45	18	16	41	43
<i>School Connectedness Scale</i>												
	38	49	14	27	59	14	21	64	16	27	47	27

The RYDM chart in every District/School Technical Report highlights External Assets (High, Med, Low) and School Connectedness



Connectedness Scales

3. Resilience and Youth Development

Table A3.1

Summary of External Assets

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>												
Total Assets	25	59	16	20	60	20	25	60	15	18	61	20
Caring Relationships: Adult in School	28	58	14	21	60	19	32	57	11	22	67	11
High Expectations: Adult in School	51	40	9	40	49	11	43	51	6	27	67	7
Meaningful Participation	9	53	38	10	49	42	9	48	43	9	36	55
<i>Community Environment</i>												
Total Assets	56	34	10	53	35	11	53	38	9	36	48	16
Caring Relationships: Adult in Community	58	30	12	55	33	13	56	31	13	57	27	16
High Expectations: Adult in Community	61	29	10	57	34	9	57	34	9	43	45	11
Meaningful Participation	42	38	20	39	42	19	37	45	18	16	41	43
<i>School Connectedness Scale</i>												
	38	49	14	27	59	14	21	64	16	27	47	27

Often the easiest way to decipher these percentages is to concentrate on those scoring 'High' and comparing to previous reports and state averages.

Connectedness Scales

Since 0708 the Technical Reports also have Resilience and School Connectedness disaggregated by Ethnicity (6 major ethnicities)

Table A34
American Indian or Alaska Native
Summary of External Assets - Asian
Native Hawaiian or Pacific Islander
Cells are empty if there are less than 25 respondents

Asian Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
Black or African American (non-Hispanic)												
Total Assets	21	64	15	20	58	21	27	61	12			
Hispanic or Latino/Latina												
Caring Relationships: Adult in School	23	65	12	21	58	21	25	67	8			
White or Caucasian (non-Hispanic)												
High Expectations: Adult in School	45	48	7	39	50	12	32	62	6			
Meaningful Participation	9	46	44	8	51	41	12	51	37			
Other Ethnicity												
Community Environment												
Selected More Than One Ethnicity												
Total Assets	48	44	8	47	41	12	38	47	16			
Caring Relationships: Adult in Community	50	40	11	48	32	20	40	39	21			
High Expectations: Adult in Community	50	43	7	46	39	14	41	43	15			
Meaningful Participation	34	48	18	41	44	15	35	46	19			
School Connectedness Scale												
	32	56	13	24	62	14	20	69	11			



Connectedness Scales

External assets that foster connectedness

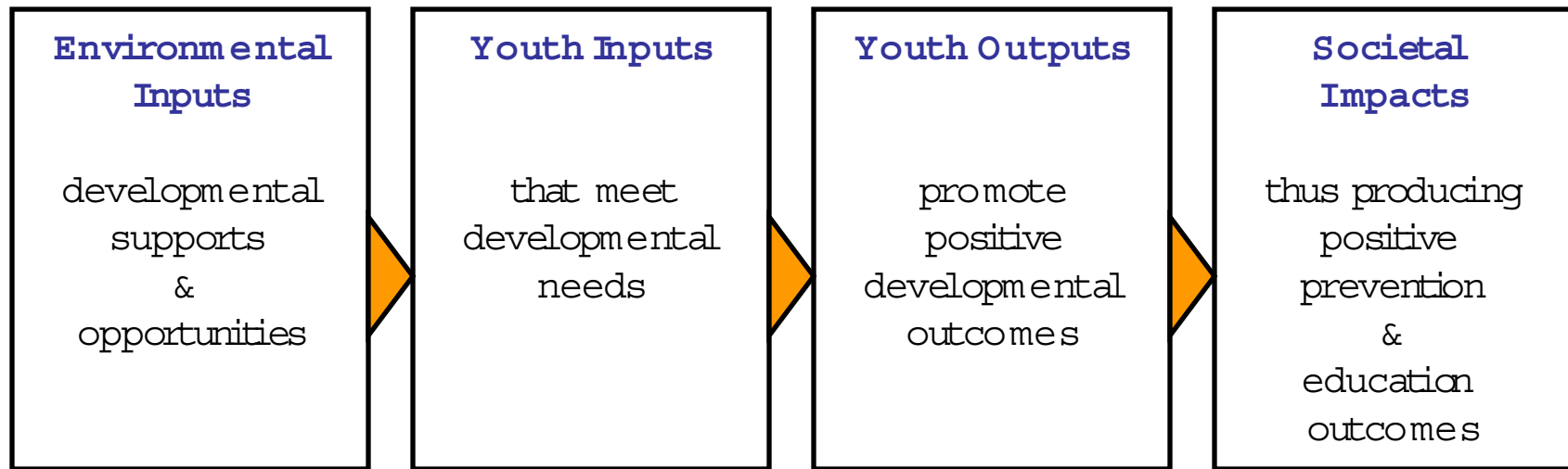
Caring Relationships

High Expectations

Meaningful Participation

Resilience & Youth Development Model

Youth Development Process



Caring Relationships
Meaningful Participation
High Expectations

Safety
Love & Belonging
Respect
Power
Challenge
Mastery
Meaning

Social
Emotional
Cognitive
Moral-Spiritual



CALIFORNIA
Safe and Healthy Kids
PROGRAM OFFICE



Resilience & Youth Development Model

Youth Development Process

Societal Impacts

thus producing positive prevention & education outcomes

Including ...

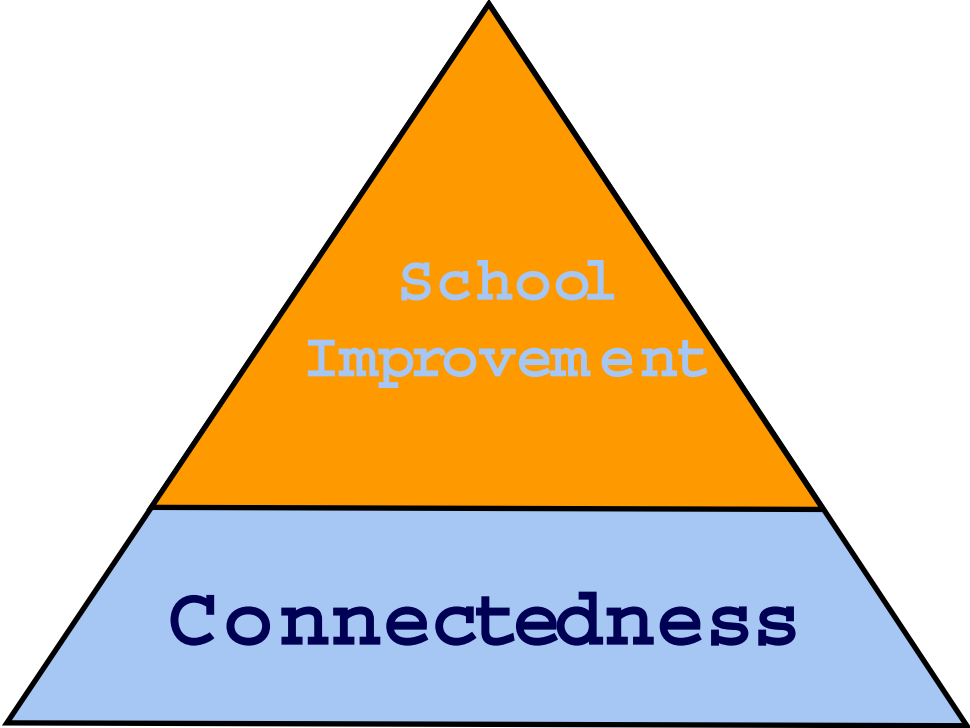
Reduction of Risk-taking Behavior

Academic Achievement

Wellbeing & Mental Health

And is the foundation on which any
School Improvement project rests ...

Resilience & Youth Development Model



Questions?

Re: Connectedness, RYDM Scales

Research ... Connectedness and School Improvement

The 3 R's of the Bill and Melinda Gates Foundation

Relevance ... **Meaningful Participation**

Rigor... **High Expectations**

Relationships... **Caring Relationships**

Research ... Connectedness and School Improvement

High Performing Learning Communities

Strong connections between students and staff.

A set of high expectations and a rigorous curriculum...

Instructional strategies that engage students ...

A school culture that is mission-driven and

Focused on helping all students learn.

Catherine Walcott, et al
High School Reform: National & State Trends, WestEd 2005

Research ... Connectedness and School Improvement

Consortium on Chicago School Research

Schools with **high trust** levels are 3x more likely to report **gains in reading & math** scores.

Schools in **top quartile** on standardized tests had **higher levels of trust**.

Bryk, A. & Schneider, B., Chicago Consortium, 2002

Research ... Connectedness and School Improvement

Engaging Schools: Fostering High School Students' Motivation to Learn

Personalization of school experience

High & clear standards

Meaningful and engaging pedagogy & curriculum

Professional learning communities for adults

National Research Council Institute of Medicine
National Academy of Science, 2004

Research ... Connectedness and School Improvement

Institutional Success

Any **institution** that wants to **claim success** for the majority of its youth participants needs to be intentional about **creating tight, challenging, learning communities** that are focused on the **whole adolescent** and that are built to bring young people from **wherever they are to the finish line.**

Karen Pittman, Forum for Youth Investment

Research ... Connectedness and School Improvement

Getting Results

Research shows that young people who engage in **meaningful participation in school and community** activities have **improved chances** for **positive and healthy development..**

Getting Results, 1999, 2001

Pittman, Martin & Williams, 2007

Research: Benefits of Connectedness (WestEd)

- **Academics**
- Health
- Safety
- and ATO D Use



Research: Benefits of Connectedness (WestEd)

ENSURING THAT
NO CHILD IS LEFT
BEHIND

How Are Student Health Risks & Resilience
related to the Academic Progress of Schools?

THOMAS L. HANSON
GREGORY AUSTIN
JUNE LEE-BAYHA

SUPPORTED BY A GRANT FROM THE STUART FOUNDATION TO
THE CALIFORNIA DEPARTMENT OF EDUCATION

WestEd.
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www.wested.org/pub/docs/chks_health.html

Relationship: Connectedness & Academics

Caring Relationships and Test Scores

High Expectations and Test Scores

Meaningful Participation and Test Scores

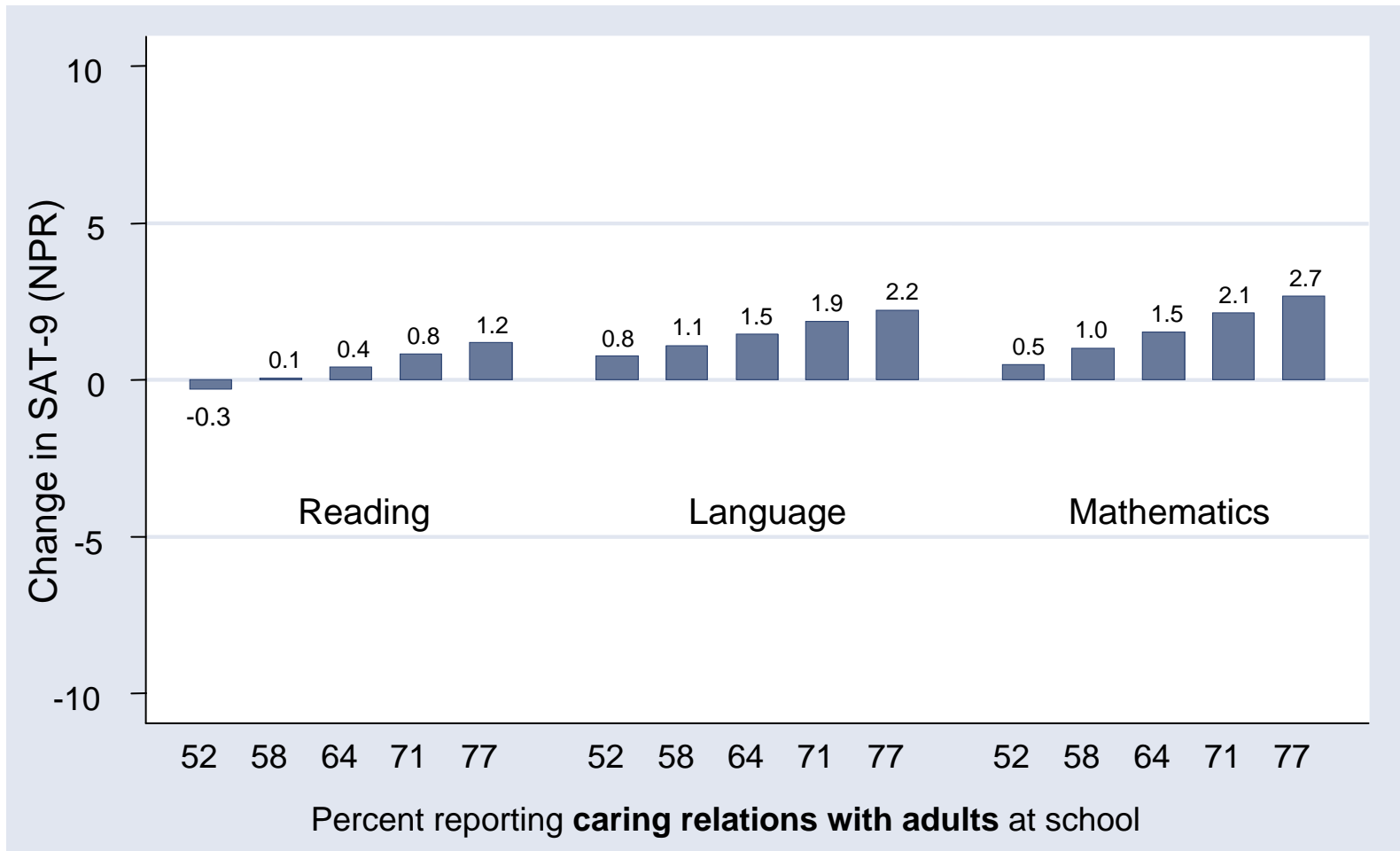
Resilience research identify these factors as
beneficial influences

Sad/Hopelessness and Test Scores

And are associated with both a lack of involvement
in health comprising behaviors and academic success

Relationship: Connectedness & Academics

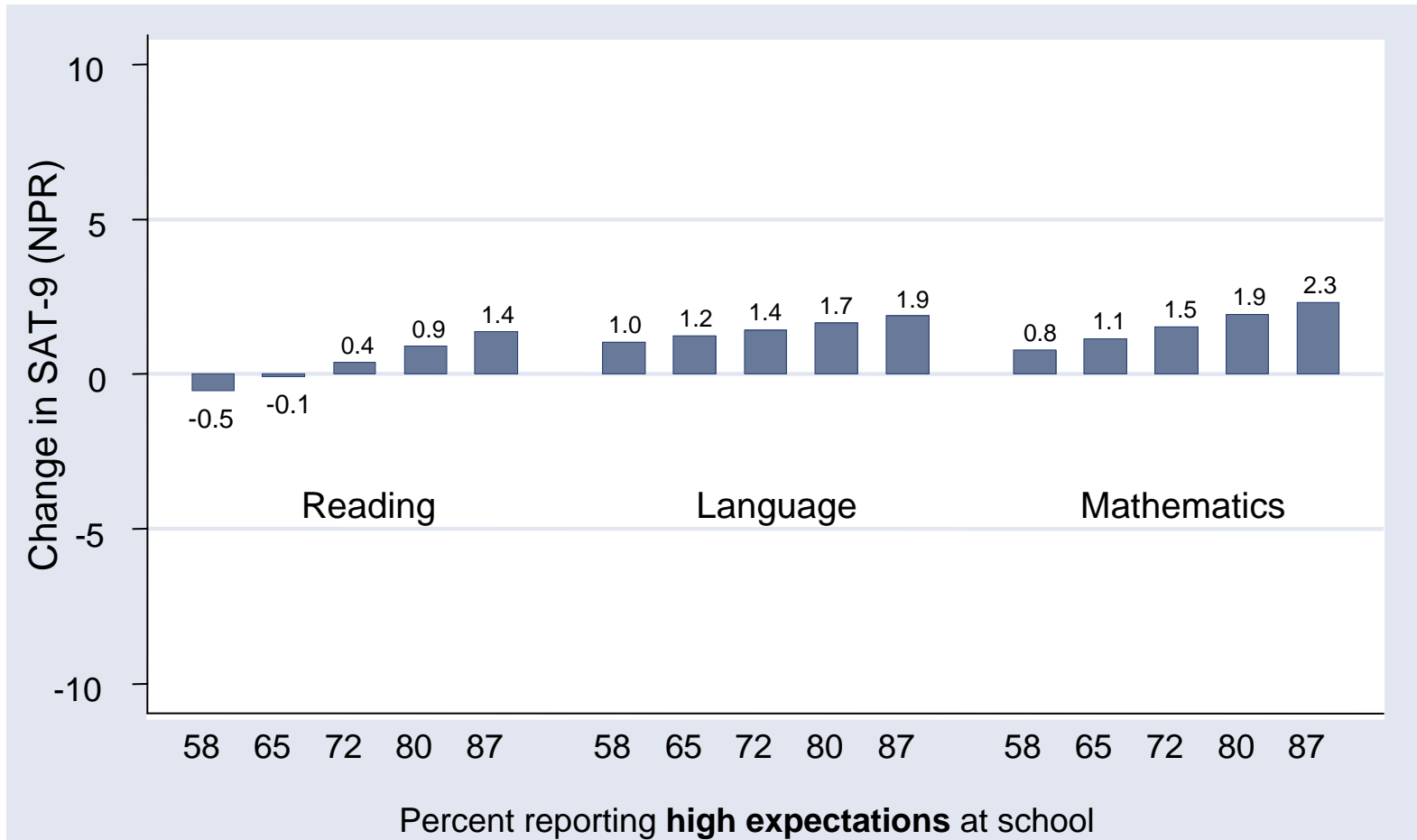
Caring Relationships and Test Scores



Source: California Healthy Kids Survey & STAR data files.

Relationship: Connectedness & Academics

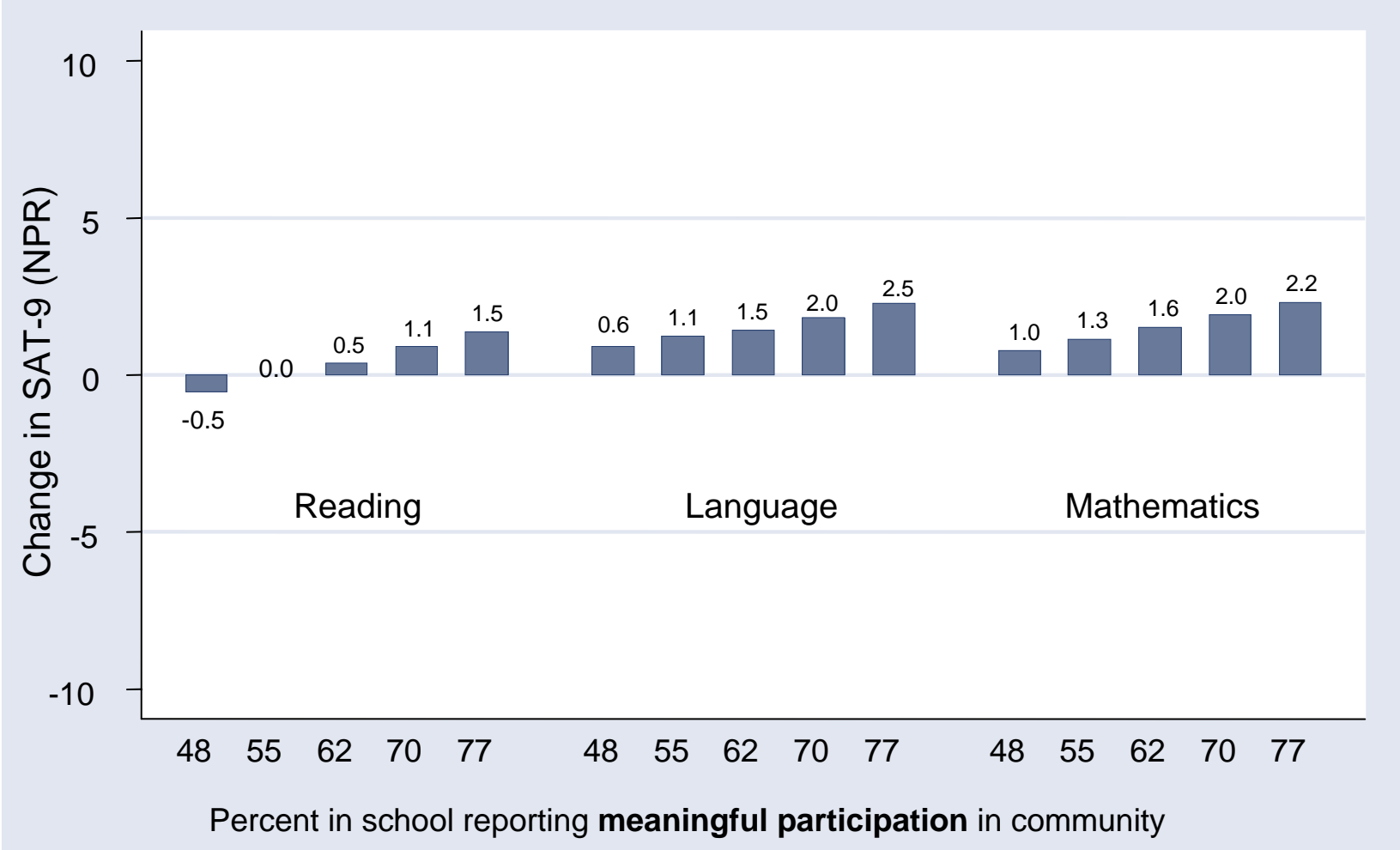
High Expectations and Test Scores



Source: California Healthy Kids Survey & STAR data files.

Relationship: Connectedness & Academics

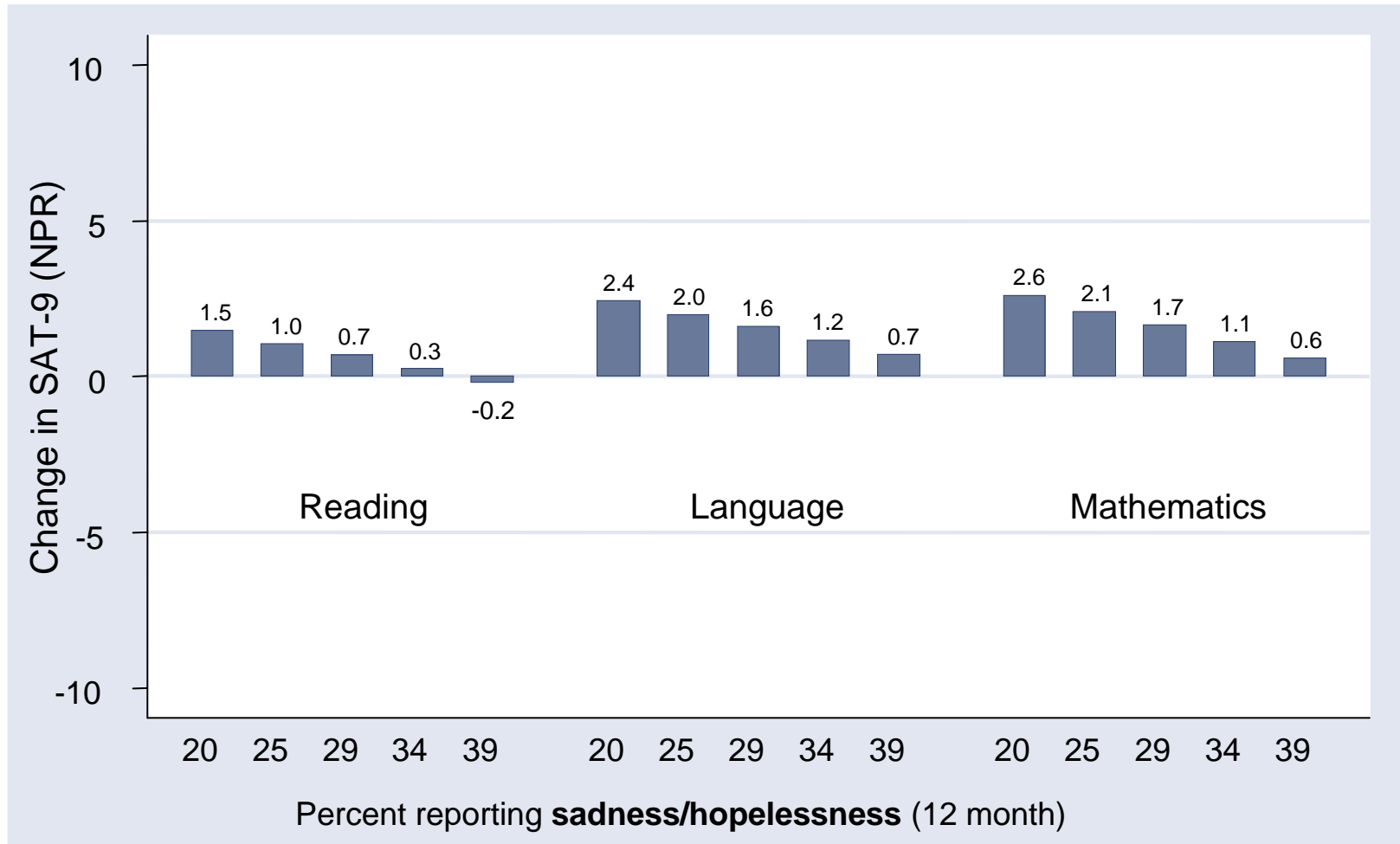
Meaningful Participation and Test Scores



Source: California Healthy Kids Survey & STAR data files.

Relationship: Connectedness & Academics

Sad/Hopelessness and Test Scores



Source: California Healthy Kids Survey & STAR data files.

Relationship: Connectedness and ...

■ Safety

High school assets are also associated with improvements in safe school environment, a necessary precondition of learning.

■ ATOD Use

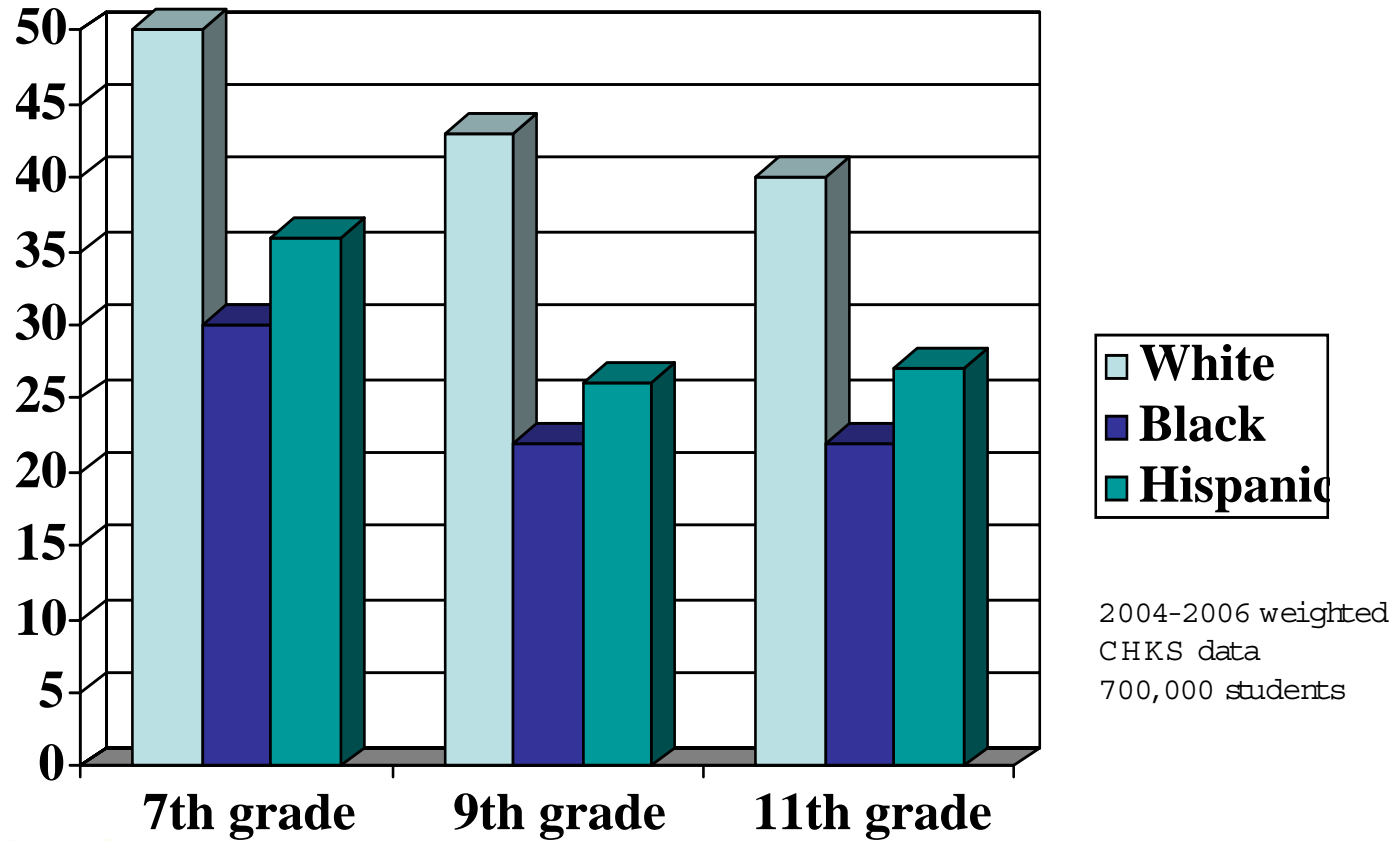
Lack of school assets are associated with substance use and disengagement from school.

■ Health

High school assets promote feelings of connectedness, security, and well-being.

Relationship: Asset Gap and Achievement Gap

School Connectedness Mean



Relationship: Asset Gap and Achievement Gap

Jack O'Connell's 2008 Initiative Closing the Achievement Gap

In his 2008 State of Education address, State Superintendent of Public Instruction, **Jack O'Connell**, announced that **Closing The Achievement Gap (CTAG)** was the California Department of Education's top priority and directed that **racial/cultural questions** be added to the **California Healthy Kids Survey (CHKS)** and its companion **California School Climate Survey (CSCS)**.

To this end we have developed a short **CTAG Module** available to all districts to accompany the Core CHKS.



Relationship: Asset Gap and Achievement Gap

Jack O'Connell's 2008 Initiative Closing the Achievement Gap

Assesses

- Student perceptions concerning extra **help with school work, academic rigor,**
- The cultural **relevance of lessons,**
- **Equity** in opportunities,
- And fair and **respectful treatment** of all students.

They align with new CTAG-related questions on the C S C S.

Use of this module is **free** and districts also receive, **free-of-charge,** a special CTAG report.

www.wested.org/chks/ctag



Questions?

Re: Research, Relationships, CTAG

How we increase 'connectedness'

Educators ...

- Know this, it is neither new nor a revelation.
- Should view this as a 'pat on the back'.
- Keep doing what you know works.
- Spread the word - the numbers and the research supports what many inherently know.

How we increase 'connectedness'

What connectedness looks like..

Caring Relationships

Available and accessible
Model caring
Shows interest
Compassion
Listening & dialogue
Patience
Basic trust
Safety

Meaningful Participation

Inclusion
Responsibility
Voice & choice
Youth-driven
Experiential pedagogy
Contribution
Peer support
Empowerment

High Expectations

Demonstrates belief
Challenge & support
Firm guidance
Structure & rituals
Strengths-focused

How we increase 'connectedness'

What connectedness sounds like ...

Caring Relationships

Be there.
Get to know **our stories**.
They help me by **listening**
and **encouraging** me.
They talk to me as **a person and friend**, not just as a student.
Ask, How was your weekend?
But also...
Listen & give **eye contact**.
Know our names.

Meaningful Participation

Active learning,
more discussions.
Show me how to do it.
Get the **fun** into class!
Do **group projects**.
We can share ideas.
I want to help **tutor** little kids in
reading and math.
Kids helping kids
School is a community.
It's not a building but about people.

High Expectations

They **say**, *I believe in you*
... simple as that.
They **say**,
You can succeed in life.
They **brag** about you.
Encouragement is key.
They **say**
You can do better.
They see you after class and **say**
See you in the future.

Strategies to increase 'connectedness'

Caring Relationships

Classroom	Both	School
<p>One-to-one time with students. Personal contact. Listen. Outside classroom. Be available ('be there').</p>	<p>Student focus groups. Take the students' recommendations to heart and act on them.</p>	<p>School climate task force. Teacher mentoring. Encourage more community involvement. Staff focus groups. Staff support groups. Team-teaching. Class-size reduction.</p>

Suggestions from: Resilience and Youth Development Module Handbook (2004), WestEd.

Strategies to increase 'connectedness'

Meaningful Participation

Classroom	Both	School
<p>Involve students in lesson planning and class rules. Provide student time to discuss/respond. Ask student opinions. Choice of assignments. Encourage self-reflection, critical thinking. Hands-on. Project-based. Co-operative learning.</p>	<p>Involve students in lesson/curriculum planning. Establish peer helping/tutoring programs .</p>	<p>Involve students in all aspects of school policy (curriculum, school beautification, discipline etc.). Community Service Learning. Alternatives to suspension policies.</p>

Suggestions from: Resilience and Youth Development Module Handbook (2004), WestEd.

Strategies to increase 'connectedness'

High Expectations

Classroom	Both	School
<p>Encourage. Adapt lessons to level of learner. Individualize learning. Set clear goals. Set clear guidelines. Link assessment directly to goals.</p>	<p>Importance of youth developing a belief in their own academic competence ... Or, stated more simply, the need for you to believe that they are smart, can learn, and become smarter through study.</p> <p>College campus visits for <u>all</u> students.</p> <p>Thematic, experiential, challenging, and comprehensive curriculum. Broad range of learning styles. Highlight/celebrate achievement.</p>	<p>Staff training on Academics and Connectedness. Revisit progress during staff meetings.</p>

Links to workshops

Additional workshops ...

From Risk to Resilience

Listening to Youth

Closing the Achievement Gap by Fostering Resilience and Youth Development.

"You Matter!" Promoting R&YD Your After-School Program.

Related Resources...

Resiliency: What We Have Learned

Fostering Resiliency in Kids

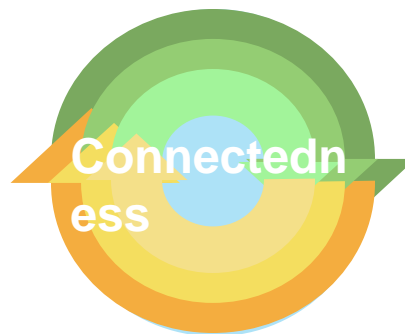
Ensuring That No Child Is Left Behind: How Are Student Health Risks & Resilience Related to the Academic Progress of Schools?

50 years of resilience research tells us that.. when the focus is on supporting and empowering youth, over 70% of young people in the most challenging of life's conditions not only survive, but grow into thriving adults.

Bonnie Benard

www.wested.org/chks

California Healthy Kids Survey
Center for Resilience & Youth Development



Questions?

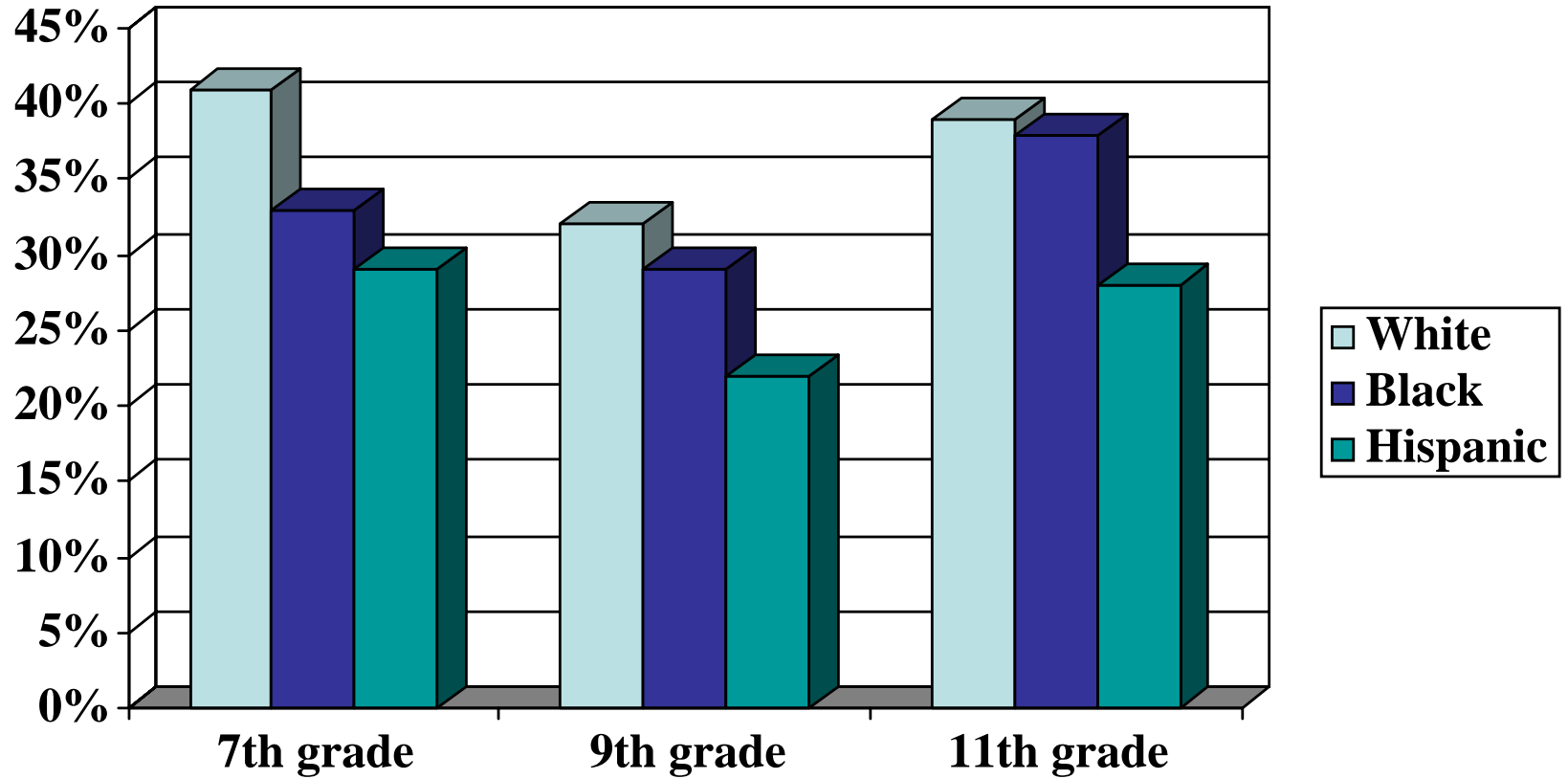
Re: Strategies, Suggestions

Any additional questions, comments

Additional slides to be referenced to
if required re Asset Gap

Asset Gap

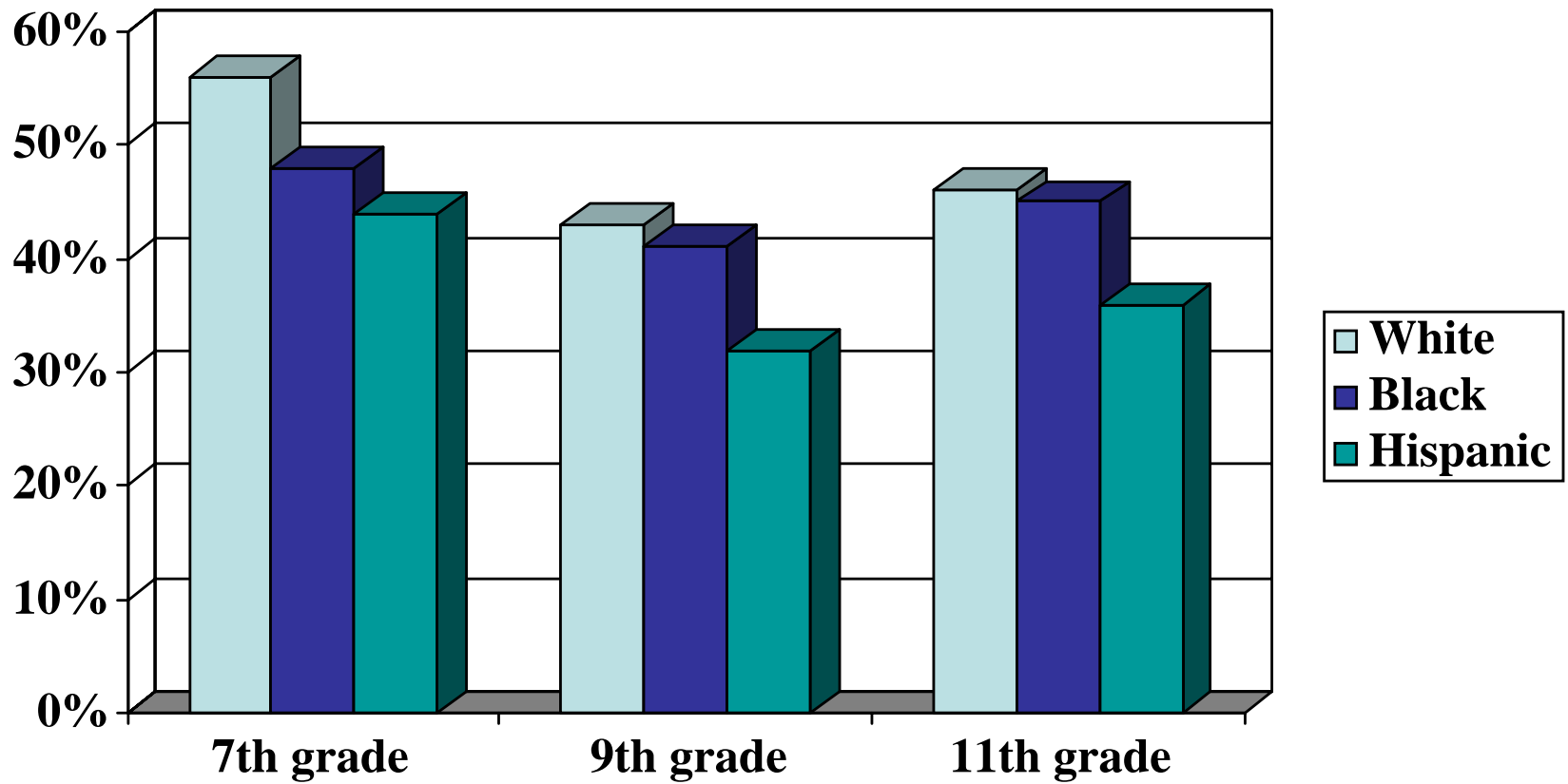
Caring Relationships



2004-2006 weighted CHKS data
700,000 students

Asset Gap

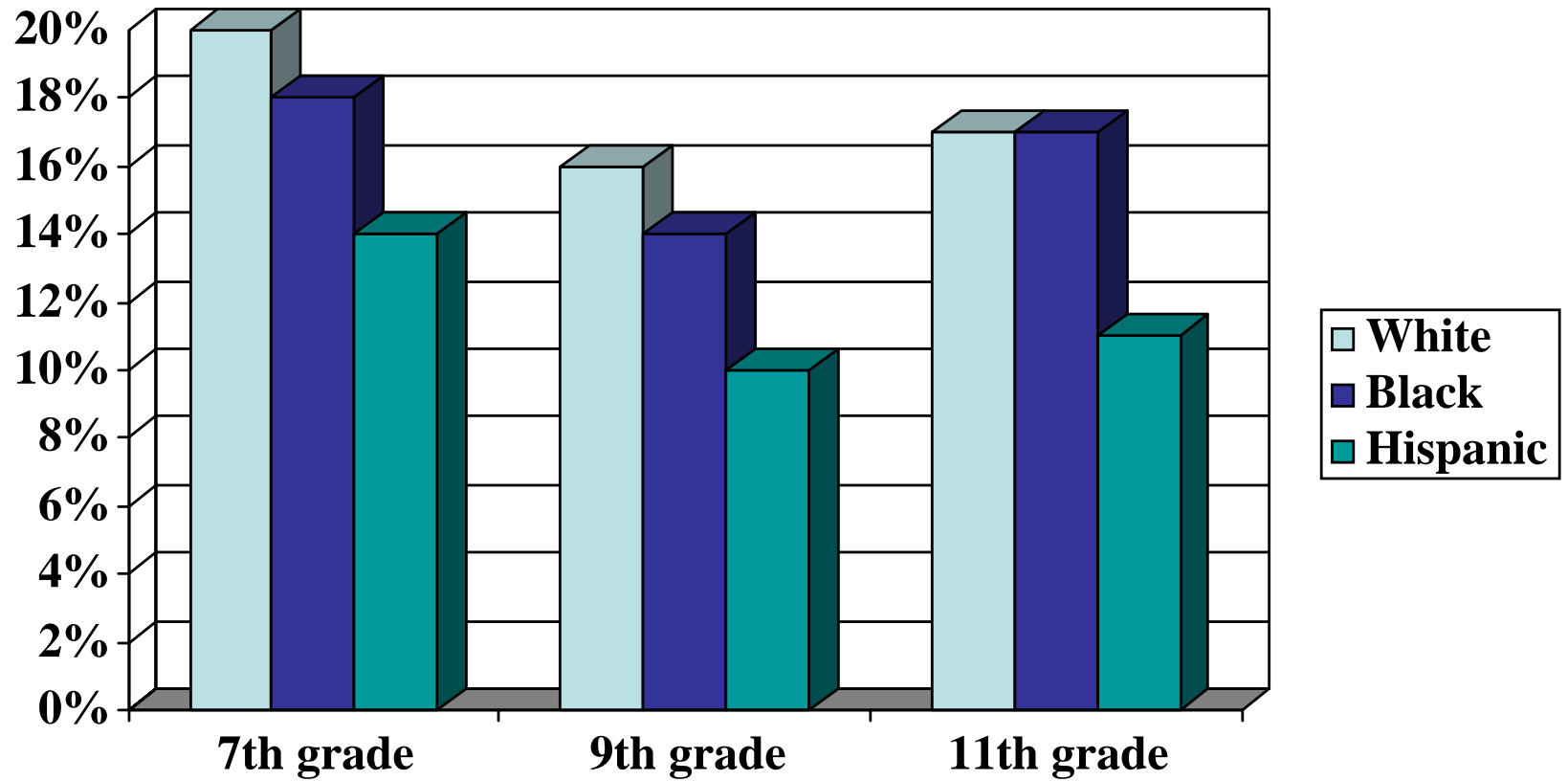
High Expectations



2004-2006 weighted CHKS data
700,000 students

Asset Gap

Meaningful Participation



2004-2006 weighted CHKS data
700,000 students