Evaluative Outcomes

The evaluative outcomes used to measure the effectiveness of the Leading to Learn programming and the 4Kids interventions are primarily survey questionnaires, monitoring progress sheets, interviews and observation. We look to see if our goals and objectives are being met. In other words, have students learned to: (1) believe in their own potential (2) demonstrate personal responsibility for their own growth and conduct (3) realize and act on their responsibility to the greater community around them.

To determine the progress, mid-year and year-end assessment information is reviewed against responses to early lessons. Our research team looks for changes in student's goals, opinions and actions from the beginning of the semester(s) in comparison with several progress checkpoints. Successful demonstrations in attitude change regarding personal potential, responsibility for self-development, self-control and responsibility to the community around them are quite obvious.

Results shown in the Outcome charts here are from mid-year reports with end-of-year outcomes being analyzed currently. While both clearly show positive improvement in student's attitudes and actions, the results are most definitive after completion of a full year's intervention and the inclusion of specific brain training.

Mid-year assessment questions are:
> (1) How do you think differently because of Leadership Academy?
> (2) How has Leadership Academy changed the way you act?

Statements like these illustrate typical responses:
> *"I think differently now by thinking about other people who have suffered. And now I support people more than I did before".*
> *"I think more positively about myself and others".*
> *"Now I will act positive, helpful and grateful. I will also encourage people".*
> *"I think more about what will happen if I do something".*
> *"Leadership Academy changed me to believe in myself"*

Year-end questions included:
> (1) What are the three most important things you learned from Brainology?
> (2) What difference does having Leadership Academy make in the school?
> (3) How have Leadership Academy and Brainology changed the way you think and act?

Typical responses include:
> "I learned: how I can use my brain to help me; focus tips and study tips".
> "To never give up".
> "Leadership Academy helps the school by helping other students to treat peers with respect". "It made school more bully free".
> "It helped me think more positively and believe in myself and others".

"LA has taught me kindness, not only that but I think I'm a better student

As with many Social and Emotional Learning programs, evaluation of the intangible benefits of a student's belief in their own potential are difficult to quantify and perhaps more difficult to value in terms of long-term benefit. However, a recently conducted survey (April 2015) by Education Week Research Center finds educators from across the country have validated these skills as the foundational drivers of student achievement. This while they reported a growth in negative perception about current student behavior. Educator responses mirror actual reports of increasing Student Behavior Incidences and Harassment reports in Fayette County.

To sum it up, whether we look at current states of "College and Career Readiness", "Student Behavior Incidences or Harassment/Bullying" the negative trends point to a need for intentionality in our response to students. There is a definite need for student Social and Emotional Learning help. The CASEL (Collaborative for Academic, Social and Emotional Learning) groups summarizes the need as falling in 5 key areas:

Defined here by CASEL, these interrelated sets of sets of cognitive, affective and behavioral competencies are the skill sets that Leading to Learn (LtL) programming seeks to teach:

• *Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.*

• *Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.*

• *Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.*

• *Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.*

• *Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.*

Practically speaking we know the development of these skill sets is key to becoming a person who is happy, successful and fulfilled in life. Interestingly, Ky State Legislature has mandated that students be taught very similar core competencies. It requires the following personal proficiencies be taught:

- Altruism
- Citizenship
- Courtesy
- Hard Work
- Honesty
- Human Worth
- Justice
- Knowledge
- Patriotism
- Respect
- Responsibility
- Self-Discipline

Also within the mandate is the direction that students should learn to become responsible members of a family, work group or community and demonstrate effectiveness in community service.

It is these personal proficiencies that we have chosen to chart in relationship to the outcomes demonstrated by LtL and 4Kids. In order to do this we have related the Key Social Intelligences taught to the Mandate Language and developed a scale of relationship between them. Additionally, student assessments in two other areas are illustrated: (5) Value Response- ability to demonstrate a service orientation for community work and (6) Change Perception- demonstrable evidence of a perceptible change in their attitudes.

The relationship between Social Intelligences and Mandate Language is as follows:

Respect - (a)
        Courtesy (show deference to, accord with worth)
        Respect (esteem, admire, think highly of)

RightLife- (b)
        Altruism (unselfish concern for others) Synonym: Empathy
        Honesty (uprightness, truthfulness)
        Human Worth (values other people)
        Justice (righteousness, equitableness)

Responsibility- (c)
        Self-sufficient (ability to supply ones own needs without external help)
        Citizenship/Patriotism (behavior and demonstration of belonging to greater whole)
        Hard Work (willingness to persevere, exhibits drive or intentionality)
        Responsibility (accountable for something within ones power)
        Self-discipline (discipline or training of oneself)

Life Code Activation - (d)
        Knowledge (apprehends facts, truth and principles)
        Effective Community Member (purposefully appreciates greater community)
        Community Service (demonstrates understanding of service to greater community)

Ranking System Description:
In order to devise a qualitative ranking system the following scale was developed as we assessed student success with regard to Legislative Mandate. We are measuring perceptible change, whether students have grown in their learning within the individual categories noted below. The following explains the scoring:

1. Ending Semester Questionnaire - 4 points possible. Participants had opportunity to earn 1 point per Social Intelligence category (a-d) based on their responses to the final Leadership Academy questionnaire. Each response was reviewed and a point assigned if there was indication of learning in the category.

2. Value Response - 2 points possible. Citizenship or a responsibility to pro-actively contribute to the people and world around us is a key teaching of Leadership Academy. Demonstration of an other-orientation earned one point and demonstration of intent for action earned the second point.

3. Change Perception - 1 point possible. Review of student's early responses to in class work sheets compared to their open response assessments and/or their response to intention for community engagement earned 1 point if an overall increase in student's appreciation of others and their self-management of character development was notable.

As a whole, the students showed significant growth in areas assessed. A majority demonstrated development in areas of Respect, RightLife, and Responsibility. The category in need of continuing development is Life Code, which indicates students need opportunities to practice and apply the skill sets they have learned in real community service.

Evaluative Outcome Charts

The **Respect** measurement looks for attitudes of deference to others in accordance with all peoples inherent worth, value and dignity.
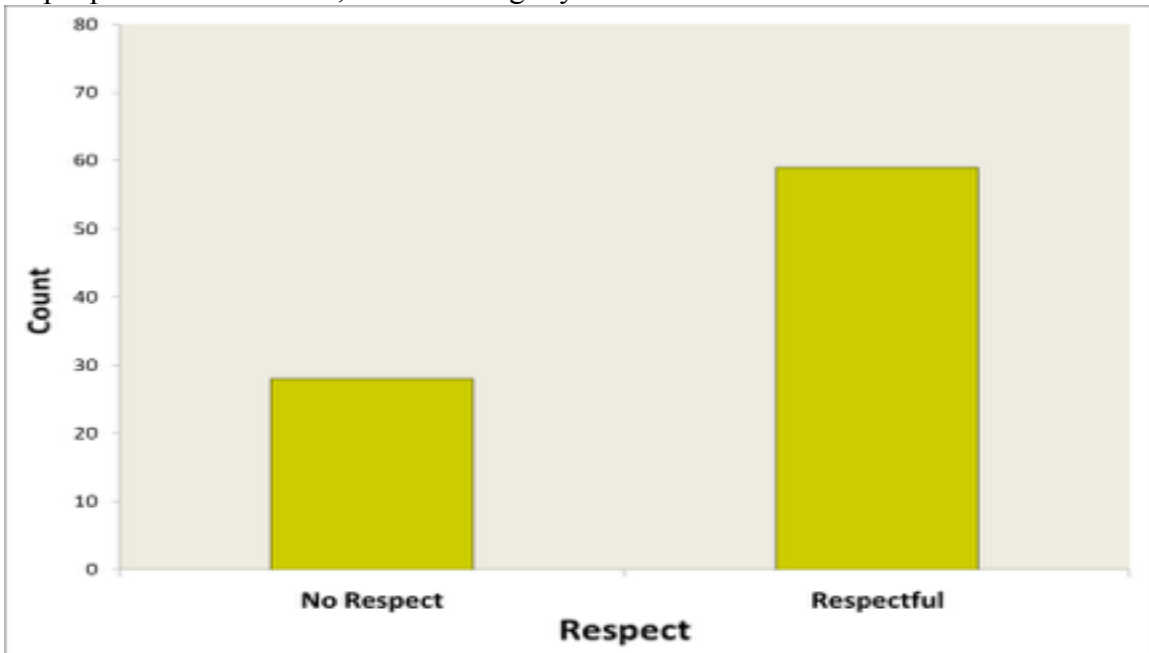
The **RightLife** measurement accesses whether a student has learned the concept or demonstrated the life-skill of treating others the way they would want to be treated. RightLife's goal is equity and justice in the treatment of all people.
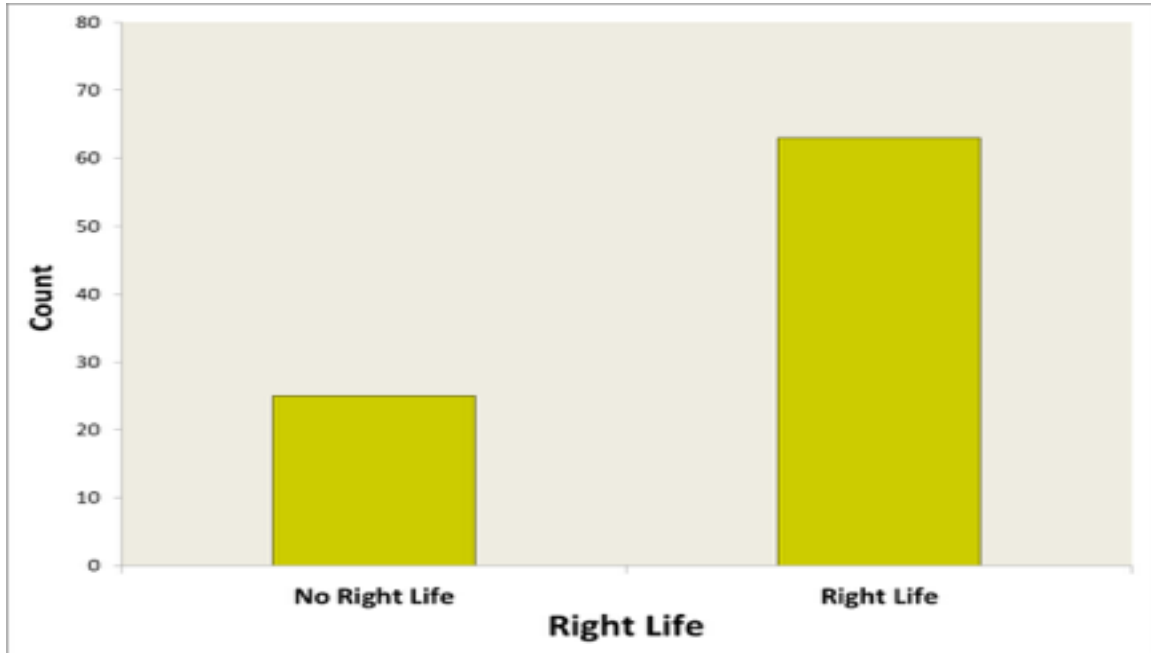

The **Life Code** assessment measures for demonstration of the assimilation and knowledge of the Social Intelligences. This more comprehensive measure required students to demonstrate activation of their learning in an external setting.
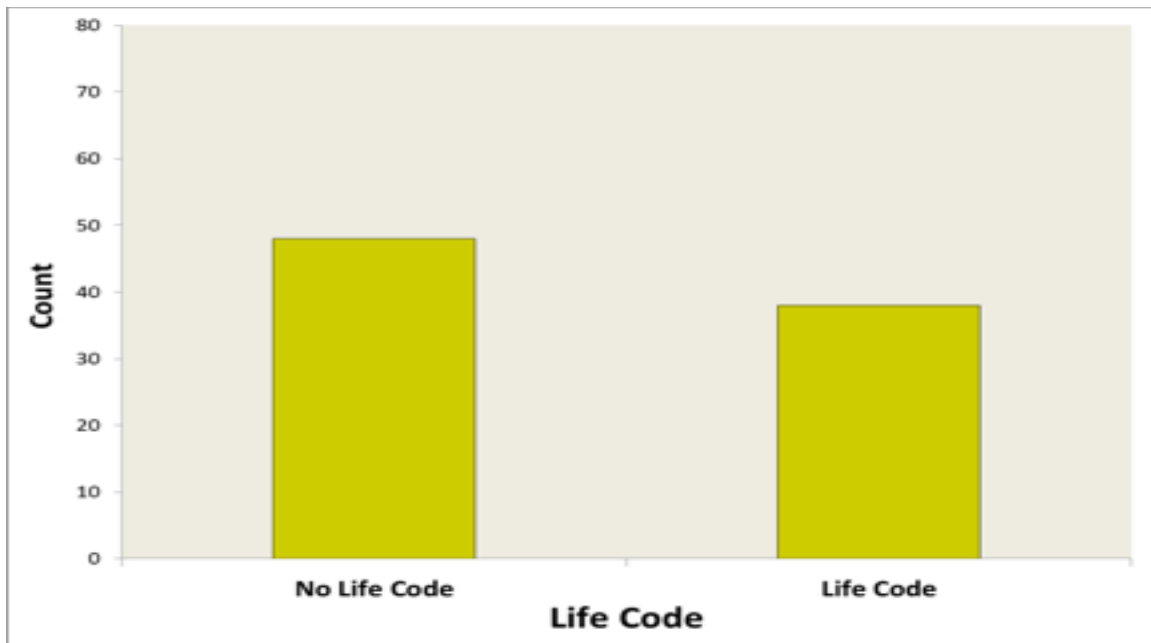
The **Value Response** portion of the survey assessed whether students were growing in their social awareness. The outcomes measure whether their responses demonstrated an awareness and concern for others.
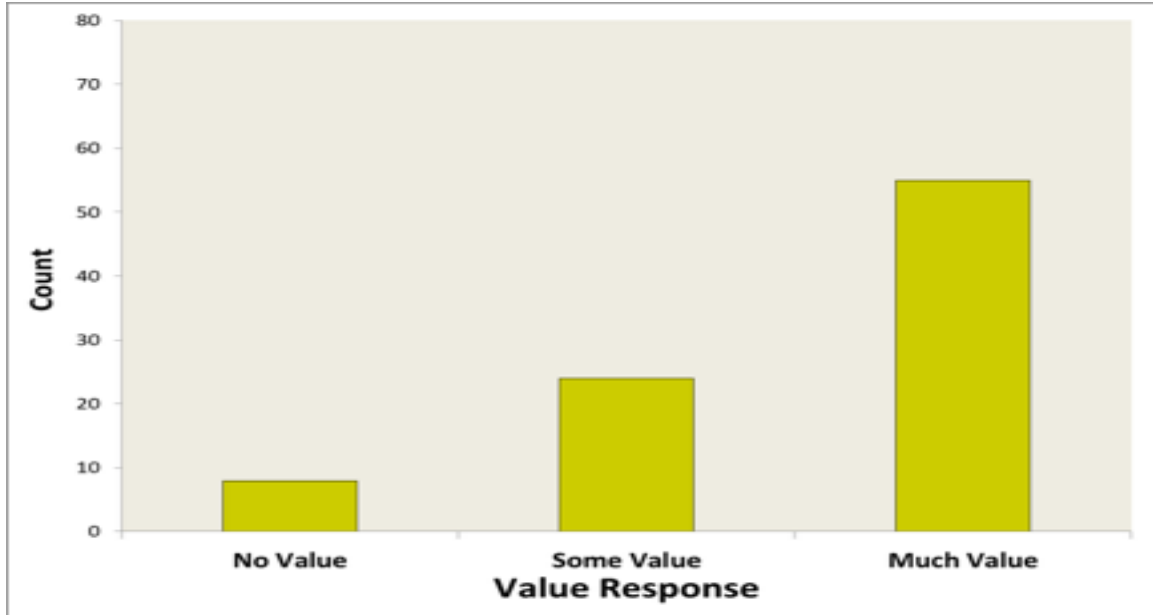
Lastly, the **Change Perception** chart illustrates whether students demonstrated a change in their appreciation of themselves and others and measures their willingness to assume responsibility for self- development.
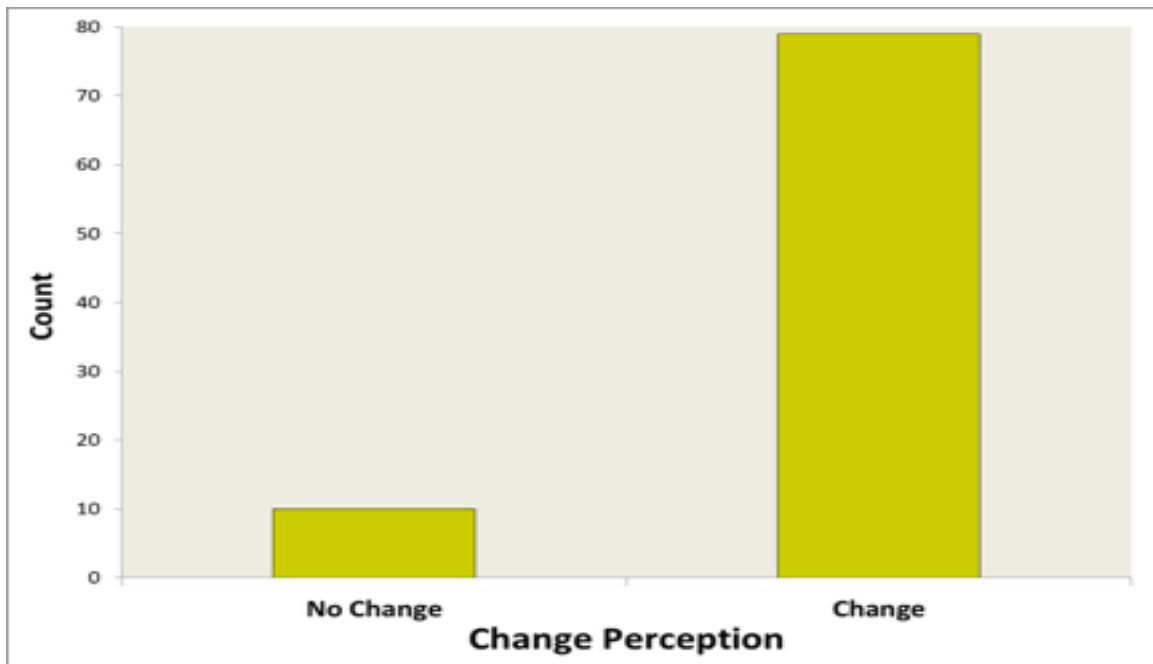
In summary, students who received training through the Leading to Learn programming and the 4Kids intervention showed significant improvement in areas of Social and Emotional Learning. As a whole students demonstrated consistent positive shifts in measured personal assessment, responsibility for self-development and in their ability to relate positively with their peers. Additionally the programming shows positive impact on school-wide culture. Behavioral referrals showed marked reduction and the overall school climate was reported by students to be safer and more productive.

It is clear however that in order for the learning to become truly activated and part of a student's way of life there must be additional opportunities for them to practice their skills. Our hope is that the LtL training can become a larger part of the 3-year experience of all Middle School students. Additional programming in service learning and entrepreneurial activities will provide great opportunities for the continued Social and Emotional development of our students.

Prosperous citizens who contribute to the well being of all people are built one person at a time. Students are our greatest asset *and responsibility.*

As we chart our way into the 21st century and recognize an increasingly global community and economy will we invest wisely? Learning to Lead and the 4Kids facilitation of Social and Emotional learning is a valuable component of raising leaders for a world which will provide a future that is bright for all people! This intentional development of our kids is without question key to unlocking their impact on the future!