

# Discovered Facts Summary

## Gathering District-Wide Benchmarks

Following is a list of the facts you've discovered while **gathering district-wide benchmarks**. Those highlighted in **green** are considered critical findings and should provide maximum assistance in focusing your change efforts. Those highlighted in **yellow** are considered significant findings as well. Non-highlighted facts are supportive.

<b>17</b>	<b>Windsor's Evidence-Based SEL Component is Weak</b>
	<p>You discover that very little social emotional learning (SEL) is integrated into the standard curriculum and that most of the faculty are comfortable with this exclusion. You suspect that many concepts introduced and expanded upon in SEL training could assist students in working together in more productive ways and assisting in the transition of tier 2 and 3 students. Two major findings that stand out relative to SEL training are:</p> <ul style="list-style-type: none"> <li>1 - Compared to control students, students participating in SEL programs showed significantly more positive outcomes with respect to enhanced SEL skills, attitudes, positive social behavior, and academic performance, and</li> <li>2 - Significantly lower levels of conduct problems and emotional distress exist in students participating in these programs.</li> </ul>
<b>18</b>	<b>Few S.M.A.R.T. Goals</b>
	<p>The results of your research suggest that Windsor has fewer codified goals than any other school in the district and that the few formal goals that do exist are not S.M.A.R.T. With unmeasurable goals, little follow-up exists and thus measurable change is insignificant. It seems that resistance to specific measurable goals is high, and support for changing this has been limited.</p>