

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.

16	Much Counselor Data is Not Formally Captured
	Privacy restrictions limit the types of data counselors are able to retain and make available to others. However, your analysis suggests that perhaps counselors are overly cautious and retaining information that may be helpful in disaggregation and analysis of specific performance enhancement measures. You fear that this may contribute to the overall lack of data utilization at Windsor and may be preventing the school from identifying creative solutions to the sagging student performance indices.
17	Windsor's Evidence-Based SEL Component is Weak
	<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"> 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 2 - Significantly lower levels of conduct problems and emotional distress exist in students participating in these programs.
19	Most Counselors Have Never Taught
	Your quick comparison of counselor background skills uncovers the fact that only one of your counselor's at Windsor has teaching experience. With this potential blind spot, whether real or not, faculty tends to discount counselor change recommendations based on their inability to relate to classroom impacts. Without being specifically addressed, it will be simple for faculty to continue to minimize counselor suggestions and resist change efforts.