



PEER GROUP CONNECTION

Summary of Evaluation Results that Show the Effect of Enlisting Students to Improve Schools

The Center for Supportive Schools (CSS, formerly the Princeton Center for Leadership Training) provides student leadership programs that have been rigorously evaluated in multiple school settings by research organizations, university researchers, and independent evaluators. Findings consistently demonstrate that CSS's approach to utilizing older students to provide support and team-mentoring to younger students has a direct and positive impact on school improvement.

Specifically, findings show that CSS's Peer Group Connection (PGC) program improves students' academic, social, and emotional skills, and results in improved grades, better attendance, fewer discipline referrals, less fighting, and, ultimately, more students completing high school.

HIGH SCHOOL COMPLETION

The results of a four-year longitudinal study indicate that PGC has a significantly positive impact on **keeping students in school**. Results showed that a significantly higher percentage of students who participated in the program (77%) as compared to the percentage of students in the control group (68%) completed high school in four years (Johnson, Simon, & Mun, 2014). The results are even more dramatic when comparing the percentage of male students from the program group (81%) to the percentage of male students in the control group (63%) who completed high school in four years (Johnson, Simon, & Mun, 2014).

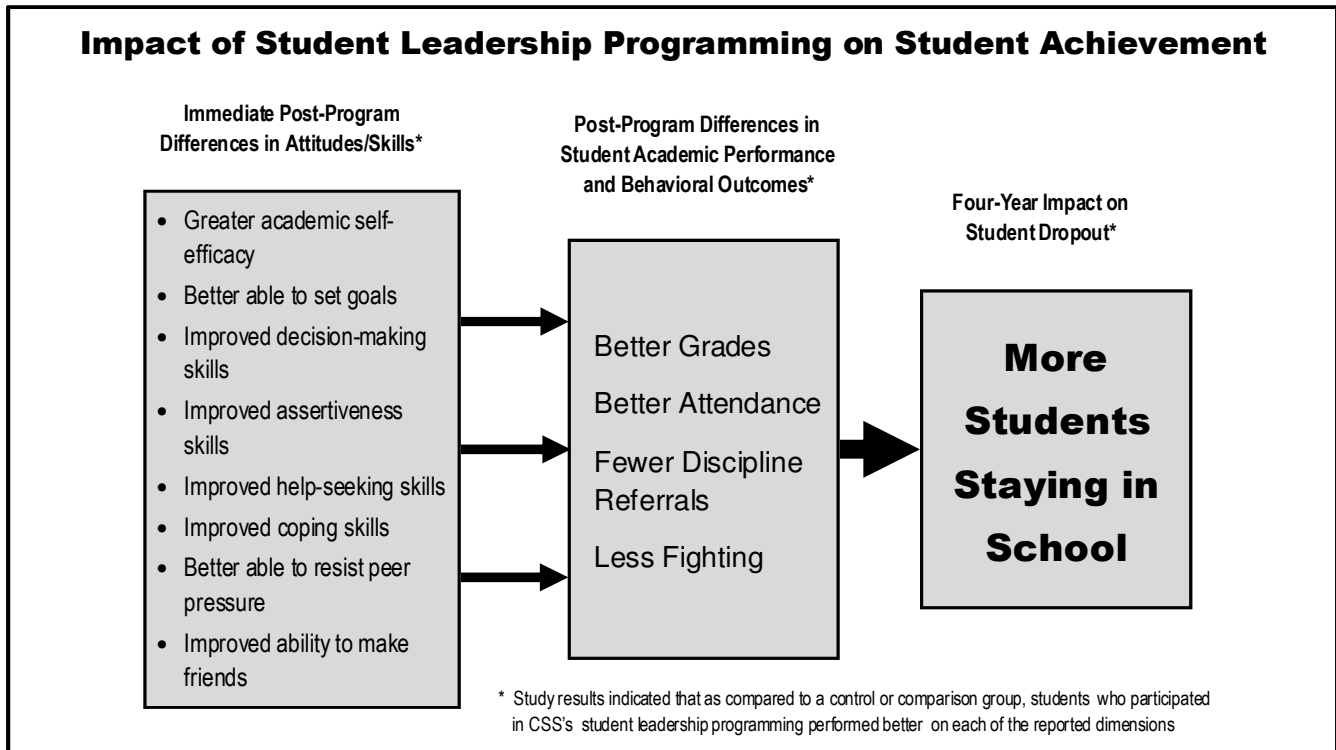
ACHIEVEMENT & BEHAVIORAL OUTCOMES: GRADES, ATTENDANCE, DISCIPLINE, AND FIGHTING

Results also show that as compared to students in a control or comparison group, PGC participants **outperformed their peers in four academic subjects** - English, social studies, math, and science (School District of Philadelphia, 1995); demonstrated **higher overall grades** (Hannaway & Senior, 1989); had **fewer instances of fighting** (Johnson, Pandina, & Bry, 2008); better attendance (Hannaway & Senior, 1989; Johnson, Mun, & Pandina, 2008); and **fewer discipline referrals** (Bry, Johnson, Chiong, & Urga, 2005; Hannaway & Senior, 1989).

SKILLS: ACADEMIC, SOCIAL, AND EMOTIONAL

As compared to a control or comparison group, the younger students who are the recipients of support from older peers score significantly higher on measures of **academic self-efficacy** (Johnson, Pandina, Bry, Powell, & Barr, 2006) and on measures that assess students' ability to **set goals** (Johnson, Mun, & Pandina, 2008); **make responsible decisions** (Johnson, Mun, & Pandina, 2008); **assert themselves** (Bry, Johnson, Chiong, & Urga, 2005); **seek help** (Johnson, Mun, & Pandina, 2008; Johnson, Pandina, & Bry, 2008); **cope with problems** (Bry, Johnson, Choing, & Urga, 2005; Johnson, Pandina, & Bry, 2008); **resist peer pressure** (Johnson, Mun, & Pandina, 2008; Johnson, Pandina, Bry, Powell, & Barr, 2005); and **make friends** (Johnson, Holt, Bry, & Powell, 2008).

The diagram below summarizes the impact of CSS's student leadership programming on student achievement.



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