



PEER GROUP CONNECTION-HIGH SCHOOL 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-High School (PGC-HS) 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-HS 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). Results from this study also show that PGC-HS had a significantly positive impact on graduation rates among Latino/a youth—a population at high risk for school dropout. Latino/a students with high levels of acculturation from the program group were more likely to graduate (84.6%) than Latino/a students with high levels of acculturation in the control group (60.3%) (Simon, 2013).

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

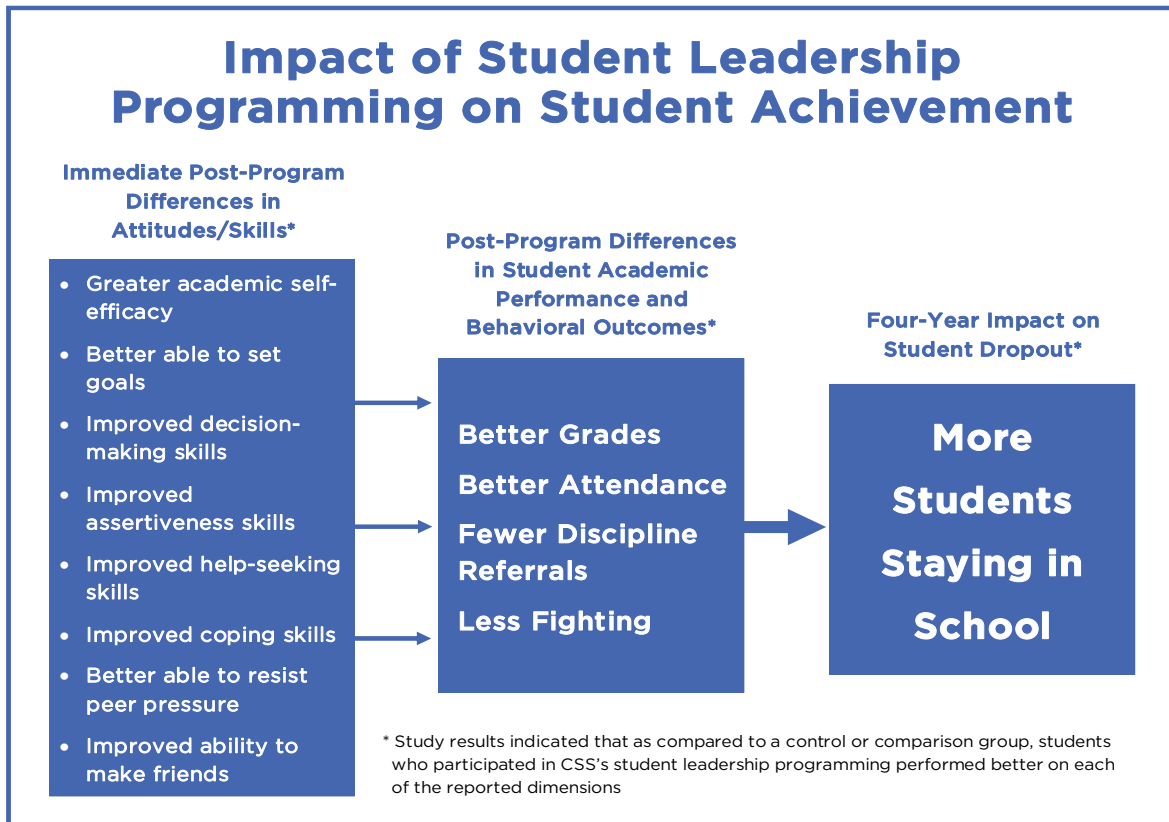
Results also show that as compared to students in a control or comparison group, PGC-HS participants **outperformed their peers in four academic subjects** - English, social studies, math, and science (School District of Philadelphia, 1995); demonstrated **higher overall grades** (Hannaway & Senior, 1989); showed smaller decreases in academic performance (Johnson, Mun, & Pandina, 2008); had **better attendance** (Hannaway & Senior, 1989; Johnson, Mun, & Pandina, 2008); had **fewer instances of fighting** (Johnson, Pandina, & Bry, 2008); and **fewer discipline referrals** (Hannaway & Senior, 1989; Pandina, Johnson, & Bry, 2014).

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, & Uрга, 2005); **seek help** (Johnson, Mun, & Pandina, 2008; Johnson, Pandina, & Bry, 2008); **cope with problems** (Johnson, Pandina, & Bry, 2008); Pandina, Johnson & Bry, 2014); **resist peer pressure** (Johnson, Mun, & Pandina, 2008; Johnson, Pandina, Bry, Powell, & Barr, 2005; Pandina, Johnson, & Bry, 2014); and **make friends** (Johnson, Holt, Bry, & Powell, 2008).

Self-report measures completed by students also showed PGC-HS had a positive impact on participants in their *social* and *academic adjustment to high school, problem solving skills, and leadership skills* (Atlanta Public Schools, 1991). Younger students and older students alike both reported that the older students were a *positive influence* on the younger students (Atlanta Public Schools, 1991).

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



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