



**Kansas Communities  
That Care**  
**STUDENT SURVEY**

# **Social, Emotional, and Character Development Report 2024-25**

## **Sample District**

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**Funded by:**



**Prepared by:**



## Introduction

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The Kansas Communities That Care (KCTC) Social, Emotional, and Character Development (SECD) Report was updated for 2020-2021 to reflect the revised Social, Emotional, and Character Development (SECD) Standards adopted by the Kansas State Board of Education in 2018. These standards were also aligned with the Kansas Can Competency Framework in 2019. An investigative team convened by the Learning Tree Institute at Greenbush conducted a systematic review and analysis of KCTC Student Survey data to guide updates to this report. The complete methodology used to determine how data is organized and displayed in this report is available [at this link](#).

It is important to note the scales reported in 2021-2022 have been modified and cannot be used for comparison with reports from previous years. Scales are markers that reflect students' character development, personal development, and social development as suggested in the Kansas Social, Emotional, and Character Development Model Standards. While the KCTC Student Survey was not designed as an instrument to measure social and emotional learning, select data was included in this report after careful review of its alignment with the Kansas SECD Standards and Competencies.

Definitions and rationale as articulated by the Kansas State Department of Education (KSDE) for each standard are listed below.

### **Character Development:**

**Definition:** Developing skills that help students identify, understand, and effectively manage and regulate their thoughts, mindsets, feelings, and behaviors. Components of the Character Development standard include Core Principles, Responsible Decision-Making, and Problem Solving. *(Note: Problem Solving is not included in this report as questions did not align to this component).*

**Rationale:** Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

### **Personal Development:**

**Definition:** Developing skills that help students identify, understand, and effectively manage and regulate their thoughts, mindsets, feelings, and behaviors. Components of the Personal Development standard include Self-Management and Self-Awareness.

**Rationale:** Personal and academic success are built upon the ability to consider thoughts, understand feelings, and manage one's responses. Personal thoughts, feelings, and mindsets impact management of experiences and determine behavior outcomes.

### **Social Development:**

**Definition:** Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations. Components of the Social Development standard include Interpersonal Skills and Social Awareness.

**Rationale:** Building and maintaining positive relationships and communications with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.

## Sample District

### Participation Rate

District survey participation rates are provided in the table on the right. If response rates are low, bias may result; therefore, caution should be used in data interpretation.

| District Participation by Grade |       |
|---------------------------------|-------|
| 6th Grade                       | 63.9% |
| 8th Grade                       | 86.8% |
| 10th Grade                      | 79.7% |
| 12th Grade                      | 2.1%  |
| Total Participation             | 59.5% |

### KSDE SECD Standards

On the following pages of this report, the scales comprising each SECD standard are shown in the graph and compares the district score to the state. The graphs represent the percentage of students 'at risk' for each SECD standard. Below the graph, the individual survey questions and response options used to calculate the scales are provided. Values for the individual questions reflect the percentage of students who reported the response shown, not the percent at risk. The data compares the district and the state.

### Considerations:

#### Directionality

The KCTC Student Survey tracks a number of scales that demonstrate whether students are 'at risk' due to factors such as lack of 'responsible decision making' or low 'interpersonal skills'. The percentage of students considered 'at risk' is calculated based on students' answers to several individual but related questions that make up the scale score.

On the last page of the report there are three groups of supporting data that are not included in the SECD standards but are important for SECD learning and student growth. These include bullying, student engagement, and emotion regulation.

**Please note:** Individual survey questions combine the percentage of students responding to two response options (e.g., "NO!" and "no"). Scaled scores combine question means to form a cutoff value used to assign students "at risk". On occasion, the direction reported for individual questions will not agree with the direction of its scaled score due to the difference between reporting percentages versus calculations needed to report risk.

#### Limitations

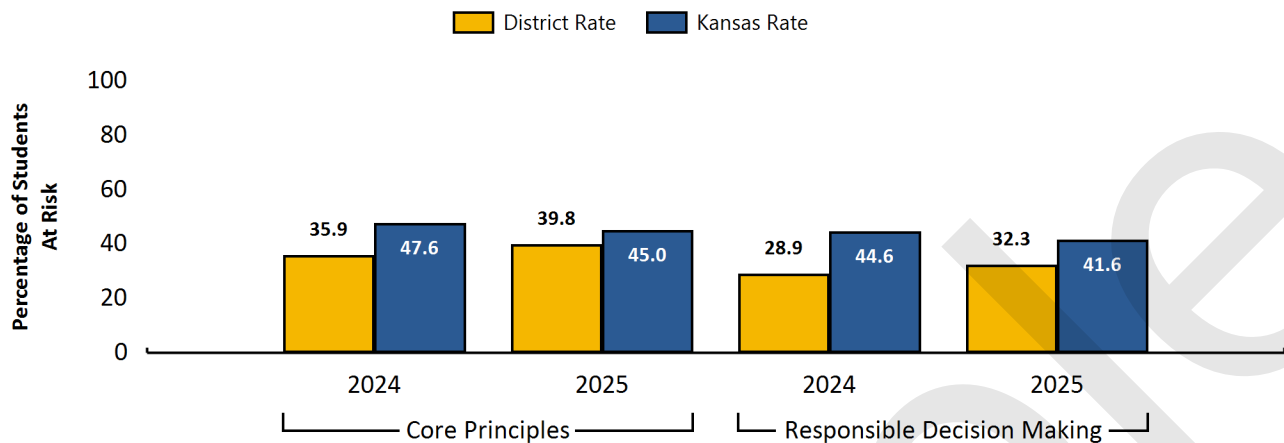
Districts that did not administer the family domain optional module will not have data for the Interpersonal Skills scale within the SECD Personal Development standard.

Districts that did not administer the depression / suicide optional module will reduce the number of questions in the Self-Awareness scale from 7 to 3, which makes the scale less stable. It is strongly recommended districts using the Self-Awareness scale administer the depression/suicide module.

## Character Development

### Definition:

Identify, define, and live in accordance with core principles that aid in effective problem solving and responsible decision-making.



### Composite Scales of Questions Below

\* Numbers shown below are percentage of students responding.

#### Core Principles

-Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.  
-Develop, implement, promote, and model core ethical and performance principles.

|   | Prior Yr | District | KS   |
|---|----------|----------|------|
| How wrong do you think it is for someone your age to steal anything worth more than \$5.00? (A little bit wrong / Not wrong at all)   | 11.3     | 10.2     | 14.6 |
| How wrong do you think it is for someone your age to attack someone with the idea of seriously hurting them? (A little bit wrong / Not wrong at all)                            | 6.9      | 3.1      | 5.1  |
| How wrong do you think it is for someone your age to stay away from school all day when adult(s) they live with think they're at school (A little bit wrong / Not wrong at all) | 8.2      | 8.7      | 11.4 |
| How wrong do you think it is for someone your age to pick a fight with someone? (A little bit wrong / Not wrong at all)   | 13.9     | 16.4     | 19.2 |

#### Responsible Decision Making

-Develop, implement, and model responsible decision-making skills.

|  | Prior Yr | District | KS   |
|--|----------|----------|------|
| I think sometimes it is okay to cheat at school. (yes, YES!)   | 15.2     | 10.3     | 22.9 |
| It is alright to beat up people if they start the fight (yes, YES!)  | 29.0     | 32.3     | 43.4 |
| It is important to be honest with the adults you live with, even if they become upset or you get punished. (no, NO!) | 8.1      | 8.7      | 12.7 |
| I think it is okay to take something without asking if you can get away with it (yes, YES!)                          | 5.6      | 3.2      | 5.0  |
| When I am an adult, I will smoke cigarettes (yes, YES!)  | 3.1      | 3.1      | 2.5  |
| When I am an adult, I will drink alcohol. (yes, YES!)  | 49.4     | 43.3     | 34.8 |
| When I am an adult, I will use marijuana. (yes, YES!)  | 3.1      | 1.6      | 6.3  |

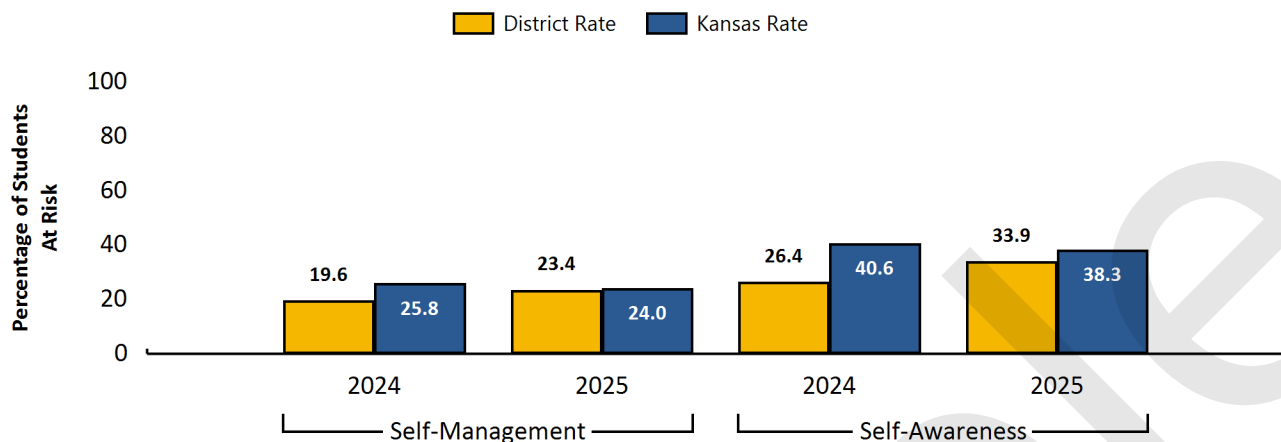
■ A red dot indicates District percentages that are higher than the state average.

Red text indicates a negative change from prior year to current year for the district.

## Personal Development

### Definition:

Identify, understand and effectively manage their thoughts, feelings and behaviors.



### Composite Scales of Questions Below

\* Numbers shown below are percentage of students responding.

#### Self-Management

- Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
- Reflect on perspectives and emotional responses.

|   | Prior Yr | District | KS   |   |
|---|----------|----------|------|---|
| How many times in the past 12 months have you carried a gun without permission or supervision? (At least once)          | 6.1      | 7.0      | 3.0  | ■ |
| How many times in the past 12 months have you been suspended from school? (At least once)                               | 4.4      | 7.0      | 10.4 |   |
| How many times in the past 12 months have you attacked someone with the idea of seriously hurting them? (At least once) | 6.2      | 4.8      | 6.7  |   |
| How many times in the past 12 months have you stolen or tried to steal a car or other vehicle? (At least once)          | 1.2      | 1.6      | 1.1  | ■ |
| How many times in the past 12 months have you sold illegal drugs? (At least once)                                       | 0.6      | 0.0      | 0.9  |   |
| How many times in the past 12 months have you been drunk or high at school? (At least once)                             | 3.1      | 2.3      | 3.1  |   |
| How many times in the past 12 months have you taken a gun to school? (At least once)                                    | 0.0      | 0.8      | 0.5  | ■ |
| How many times in the past 12 months have you been arrested? (At least once)  | 1.2      | 0.0      | 1.5  |   |
| How many times in the past 12 months have you been involved in a fight on school property (At least once)               | 8.7      | 13.4     | 13.5 |   |

#### Self-Awareness

- Understand and analyze thoughts, mindsets, and emotions.
- Identify and assess personal qualities and external supports.

|   | Prior Yr | District | KS   |  |
|---|----------|----------|------|--|
| During the past 12 months, how often did you miss school because you felt unsafe, uncomfortable or nervous on your way to or from school? (At least once)           | 4.9      | 4.8      | 8.7  |  |
| During the past 12 months, how often did you miss school because you felt unsafe, uncomfortable or nervous at school? (At least once)                               | 11.0     | 9.5      | 16.6 |  |
| I feel safe in my neighborhood, or the area around where I live. (no, NO!)  | 4.6      | 7.3      | 16.1 |  |
| I feel safe at school (no, NO!)   | 6.7      | 4.0      | 12.3 |  |
| During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities? (Yes) |          |          | 30.8 |  |
| Have you ever tried to kill yourself? (Includes 'In the past 30 days' and 'In the past year')   |          |          | 4.1  |  |
| Have you ever made a plan about how you would kill yourself? (Includes 'In the past 30 days' and 'In the past year')  |          |          | 9.7  |  |
| Have you ever seriously thought about killing yourself? (Includes 'In the past 30 days' and 'In the past year')   |          |          | 15.8 |  |

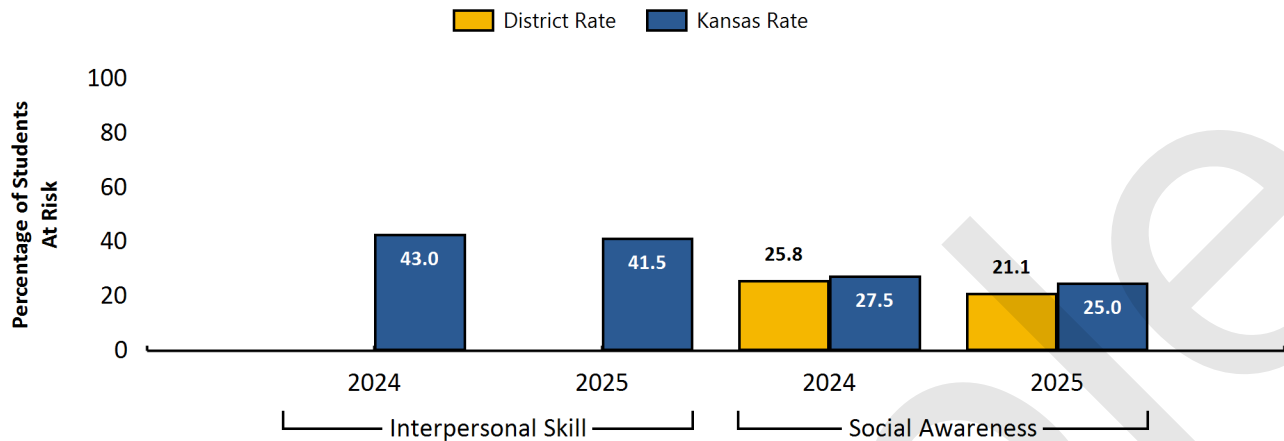
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Red text indicates a negative change from prior year to current year for the district.

## Social Development

### Definition:

Establish and maintain positive relationships and enable communication with others in various settings and situations.



### Composite Scales of Questions Below

\* Numbers shown below are percentage of students responding.

#### Interpersonal Skill

- Demonstrate communication and social skills to interact effectively.
- Develop and maintain positive relationships.
- Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.

|  | Prior Yr | District | KS   |
|--|----------|----------|------|
| Do you share your thoughts and feelings with your mother? (no, NO!)                                      |          |          | 25.1 |
| Do you share your thoughts and feelings with your father? (no, NO!)                                      |          |          | 37.1 |
| If I had a personal problem, I could ask the adults I live with for help. (no, NO!)                      |          |          | 17.4 |
| The adults I live with ask me what I think before most family decisions affecting me are made. (no, NO!) |          |          | 29.8 |

#### Social Awareness

- Recognize the thoughts, feelings, and perspective of others.
- Demonstrate awareness of cultural issues and a respect for human dignity and differences.

|   | Prior Yr | District | KS  |
|---|----------|----------|-----|
| How wrong do your friends feel it would be for you to smoke tobacco? (A little bit wrong / Not wrong at all)  | 11.7     | 6.3      | 7.1 |
| How wrong do your friends feel it would be for you to use marijuana? (A little bit wrong / Not wrong at all)  | 12.0     | 7.0      | 9.7 |
| How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day? (A little bit wrong / Not wrong at all) | 11.7     | 7.8      | 9.0 |

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## Supplemental SECD Data

### Definition:

Data below are included as supplemental information. These data are not included in the SECD Standards; however, they are important for student learning and growth. Supporting data includes bullying, student engagement, and emotion regulation.

\* Numbers shown below are percentage of students responding.

### Bullying

- Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength.
- Typically, it is repeated over time. A child being bullied has a hard time defending himself or herself.

|   | Prior Yr | District | KS   |
|---|----------|----------|------|
| During the past 12 months, how often have you been bullied through texting, social media, or gaming? (At least once)                                | 30.1     | 26.2     | 27.5 |
| During the past 12 months, how often have you been bullied at school? (At least once)   | 31.3     | 28.9     | 31.5 |
| During the past 12 months, how often have you seen someone being bullied? (At least once)   | 49.7     | 57.8     | 56.8 |
| During the past 12 months, how often have you had your property stolen or damaged on purpose, such as your car, clothing, or books? (At least once) | 20.1     | 12.5     | 19.4 |

### Lacking Student Engagement

- Engagement is defined as strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community.

|   | Prior Yr | District | KS   |
|---|----------|----------|------|
| My teachers praise me when I work hard in school. (no, NO!)   | 26.7     | 29.6     | 37.3 |
| The school lets the adult(s) I live with know when I have done something well. (no, NO!)                                      | 34.2     | 34.9     | 38.6 |
| My teacher(s) notices when I am doing a good job and lets me know about it. (no, NO!)   | 22.0     | 24.0     | 22.8 |
| Teachers ask me to work on special classroom projects. (no, NO!)  | 37.2     | 50.4     | 43.5 |
| There are lots of chances for students in my school to talk with a teacher one-on-one. (no, NO!)                              | 7.3      | 1.6      | 9.6  |
| In my school, students have lots of chances to help decide things like class activities and rules. (no, NO!)                  | 27.1     | 26.0     | 30.1 |
| I have lots of chances to be part of class discussions or activities. (no, NO!)   | 6.1      | 3.2      | 8.6  |
| There are a lot of chances for students to get involved in school activities and other activities outside of class. (no, NO!) | 4.8      | 4.0      | 5.4  |

### Emotion Regulation

- The process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions.

|  | Prior Yr | District | KS  |
|--|----------|----------|-----|
| When you are feeling pressured, how easily can you stay in control? (Not at all)   | 5.5      | 4.7      | 4.8 |
| When everybody around you gets angry, how relaxed can you stay? (Not at all)       | 6.7      | 4.7      | 9.2 |
| When things go wrong for you, how calm are you able to remain? (Not at all)        | 5.5      | 4.7      | 8.2 |
| How often are you able to pull yourself out of a bad mood? (Almost never)          | 4.9      | 3.9      | 7.9 |
| How often are you able to control your emotions when you need to? (Almost never)   | 2.4      | 2.3      | 5.5 |
| How often are you able to get yourself to relax once you get upset? (Almost never) | 6.1      | 4.7      | 7.2 |

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