

Jostens
RENAISSANCE[®]
The Pulse
Student Recognition Survey

A Report on the Recognition Culture in

**Otto High School,
Minneapolis, MN**

INSIGHTS ON FIVE KEYS TO A
STRONG RECOGNITION
CULTURE IN YOUR SCHOOL

Your Pulse Survey Results

October 2016



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The *Pulse Survey* was developed exclusively for Jostens Renaissance Education by Search Institute, a nonprofit organization dedicated to discovering what kids need to succeed in their families, schools, programs, and communities. To learn more about Search Institute, visit www.search-institute.org.

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A QUICK PULSE CHECK

Motivating students to work hard and learn is a critical challenge in schools across the United States and Canada. An important factor in their motivation is how they are recognized and rewarded in school. This recognition—whether it’s formal or informal—plays a big role in creating a school’s culture or climate for learning.

The *Pulse Survey* is a quick check on the “heart” of your school’s culture and climate. It focuses on the ways students are recognized, both formally and informally, which is a core part of a school culture where everyone is valued and motivated to learn.

In October 2016, Otto High School, Minneapolis, MN surveyed a total of 1058 students, 78 teachers, and 290 parents. Their responses offer a quick assessment of the heart of their school’s recognition culture. This page offers a snapshot of what they said. The report that follows helps you understand and interpret these results.

The survey asked students’, teachers’, and parents’ perceptions of **five keys to a strong recognition culture** in a school. With a potential score of 100 in each area, here is how students, teachers, and parents see your school in each of these areas.



	Students	Teachers	Parents	Renaissance Ideas
1. INFORMAL RECOGNITION: Students are known and valued through positive relationships.	61	84	61	pg. 7
2. FORMAL RECOGNITION: Tangible rewards reinforce a positive recognition culture.	48	52	45	pg. 12
3. FAIRNESS IN RECOGNITION: Recognition opportunities are meaningful and unbiased.	69	77	71	pg. 18
4. RECOGNITION OF EFFORT: Students are recognized for working hard, not just doing well.	51	70	47	pg. 22
5. HAVING A VOICE: Students and parents have a voice in school life and in how students are honored.	54	59	59	pg. 27

Interpreting the Numbers:



Repair
(Scores 0-49)

Identify ways to create real change.



Improve
(Scores 50-69)

Identify ways to create real change.



Refine
(Scores 70-83)

Build on these strengths for greater impact.



Reinforce
(Scores 84 -100)

Sustain and celebrate these strengths.



Throughout this report you will find the Renaissance symbol with examples of proven Renaissance ideas that can help you address specific areas needing improvement. See above for specific page numbers for ideas. Contact your Jostens representative to learn more about the wide variety of exclusive resources and ideas that are available to Jostens customers at no additional cost.

HOW TO USE AND INTERPRET THE FINDINGS

Like a pulse check from a nurse, the *Pulse Survey* gives you information to guide action. What might your school need to keep doing? What might your school need to change? Here's how you can find what you need to take positive action.

1. Include others in studying, interpreting, and applying the survey results. It's powerful to have administrators, teachers, parents, and students working together to understand and use the results.
2. Review who completed the survey (page 6). Do they reflect the make-up of your school's students, parents, and teachers? If so, fantastic! If not, take that into account as you interpret the findings.
3. Read the one-page summaries of each of the five indicators of a strong recognition culture:
 - o Informal recognition page 7
 - o Formal recognition page 12
 - o Fairness in recognition page 18
 - o Recognition of effort page 22
 - o Having a voice page 27

What findings jump out to you? Use the discussion questions on these pages to jumpstart reflection and dialogue.

4. Pick an indicator to focus on first. (If you're in a group, have different people focus on different indicators.)
5. Review the pages with more detailed information from students, teachers, and parents. Each section offers some discussion or reflection questions that can get you started.



Identify specific things you could do in your school to work on that have potential to improve a particular issue or challenge you see.

There are many Renaissance resources that can help you create and improve a culture of recognition in your school. Contact your Jostens representative for more information on these resources:

• **The Harbor by Jostens** – The Harbor is an educational video resource that teaches tangible life lessons and character development through engaging video content and classroom discussions. Each episode features real people with real perspectives and covers a range of pertinent topics allowing students to explore important issues they encounter every day. When it comes to recognition, The Harbor is a great tool to help students understand that they play a role in the culture of the school – and by recognizing the individuality and importance of their peers, they will change their school culture in a positive way. Found at: www.JostensRenaissance.com/theharbortv

• **The Idea Exchange** – A digital library of proven ideas to renew school climate and culture. Submitted by schools across North America, each idea includes a step-by-step guide for implementation. Whether you are looking for ideas on formal recognition, or informal recognition, you will find what you need in the Idea Exchange. Found at: www.JostensRenaissance.com/idea-exchange

• **Monthly research from Search Institute** – Every month on JostensRenaissance.com, Search Institute provides research, tips, and activities for educators that focus on informal recognition and relationships in the classroom. Found at: www.JostensRenaissance.com/featured-stories

WHO COMPLETED YOUR SURVEY

Understanding who is included in your survey is vital for appropriate interpretation and application. This information gives you a sense of how well the students, teachers, and parents who completed the survey reflect the overall school community. If your sample does not match the broader population, you will need to consider these differences when interpreting the results. Also, smaller samples should be interpreted with more caution.

	Students		Teachers		Parents	
	Number	Percent	Number	Percent	Number	Percent
Total in Survey	1,058	100%	78	100%	290	100%
Gender						
Female	542	51%	48	62%	208	72%
Male	493	47%	29	37%	78	27%
Other	19	2%	0	0%	1	0%
Grade Level¹						
5th or lower grade	0	0%	0	0%	35	12%
6 th	0	0%	0	0%	21	7%
7 th	0	0%	0	0%	31	11%
8 th	0	0%	0	0%	26	9%
9 th	300	28%	22	28%	95	33%
10 th	291	28%	16	21%	98	34%
11 th	235	22%	9	12%	69	24%
12 th	225	21%	12	15%	80	28%
Race/Ethnicity²						
African or African American	15	1%	0	0%	0	0%
Asian or Pacific Islander	27	3%	0	0%	2	1%
Native American or Alaskan Native	11	1%	1	1%	0	0%
White	859	81%	45	58%	185	64%
Hispanic	56	5%	0	0%	0	0%
Mixed race	48	5%	0	0%	4	1%
Choose not to answer	42	4%	5	6%	20	7%

¹ For teachers, grade level taught. For parents, grade level of the students in their family. (They could select multiple grade levels.

² Note that participants are allowed to select more than one option

Note: Percentages may not add up to 100 due to rounding or because survey participants opted to skip the question.

Informal Recognition

Being known, noticed, and appreciated is foundational to a recognition culture in a school. A strong recognition culture emphasizes positive relationships among all stakeholders—students, teachers, staff, administrators, and parents. This “informal” recognition helps students feel more connected to and engaged with their school. Those deeper connections accelerate motivation and learning.

Almost by definition, informal recognition isn’t prepackaged or mandated. But it can be more intentionally reinforced (including with formal recognition). It involves cultivating a culture of caring, support, high expectations, and trust across the school.

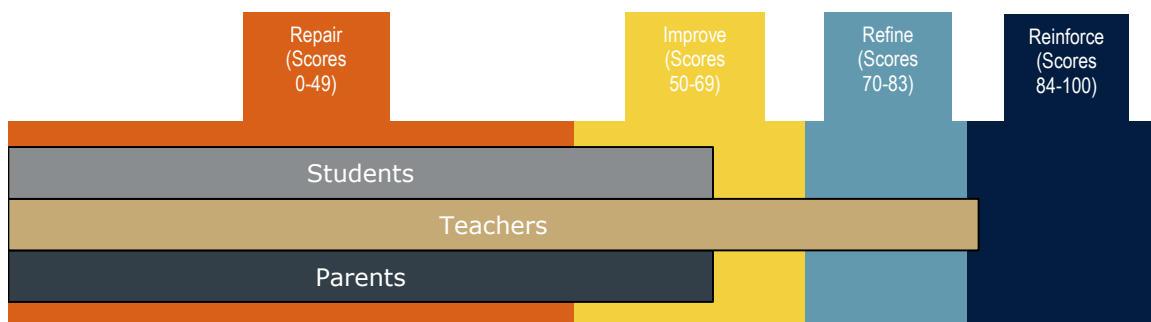
The next four pages provide detailed information about survey responses on informal recognition, particularly focusing on teachers’ roles in informal recognition. Use this information to identify areas where you want to focus for planning, celebration, and improvement.

1. INFORMAL RECOGNITION

FOCUS: Students are known and valued through positive relationships.

What students, teachers, and parents experience in your school

Informal recognition focuses on the ways students feel known and valued in the school by the ways people treat each other. The *Pulse Survey* asked students, teachers, and parents about informal recognition they see in your school. Here are the overall scores based on each stakeholder group's perspective.



Students	Teachers	Parents
61	84	61
average score out of 100		

DISCUSS: What aspects of informal recognition are particularly important from your perspective? How do survey participants' perceptions match with what you see in your school? Do you see patterns by age, gender, or race/ethnicity that either please or trouble you—or that need further investigation?



Renaissance suggestions to increase informal recognition in your school

(Many more found on JostensRenaissance.com)



Season 1, Episode 1: Judgement – Host Mike Smith describes how judgement and prejudice impact people, both in and outside of the classroom, and how students can help resolve this problem in their schools.

Season 2, Episode 28: Forgiveness – Mike shares his realization that he had become someone that hurt others, and how he came to see that learning to forgive and asking for forgiveness were signs of strength and maturity.

Season 3, Episode 9: School Spirit – Mike shares how his college basketball coach helped him realize that school spirit and togetherness starts when we begin to show up for each other.

The Look of Renaissance Idea 108: Locker Welcome Letter

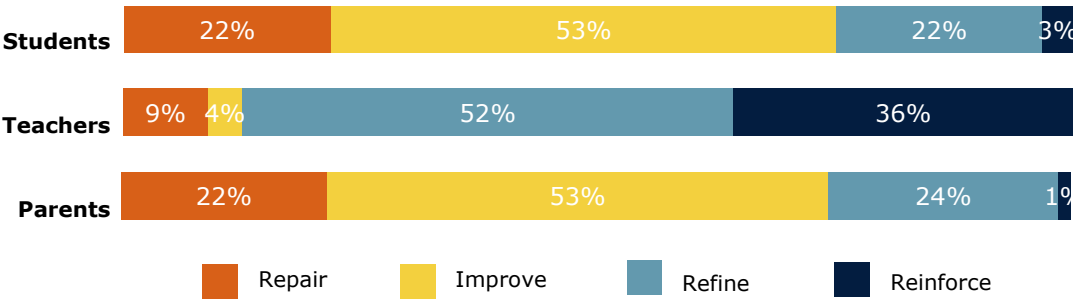
Recruit a group of students to create messages to be placed on every locker. They can be compliments that are customized for each student, words of inspiration and motivation, or secret missions of inclusion (meet two new people this week; shake your teacher's hand every day for a week; or get to know a cafeteria worker)

INFORMAL RECOGNITION: Perceptions of students, teachers, and parents

Students, teachers, and parents each see informal recognition from different perspectives. The *Pulse Survey* asked similar questions to each stakeholder group to get their perspectives on different aspects of informal recognition. The first figure on this page shows overall ratings that each group gives to informal recognition in your school. The following pages show more detailed information about their responses.

Percentages of stakeholders who rate your school at different levels

(The survey items for these composite measures are shown on page 9.)

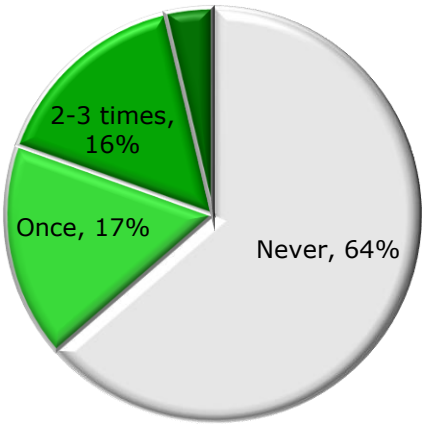


Communication with parents about informal recognition

When students get positive feedback in school, do parents hear about it? Or do parents only hear about the challenges?

The Pulse Survey asked parents: “During this school year, how often did a teacher or other adult at school communicate with you about something they complimented or praised your child for doing?”

The figure on the right shows their responses.



INFORMAL RECOGNITION: Student, teacher, and parent responses to questions

Frequency of informal recognition by teachers

	None or a Few	Some	Most or Nearly All
Teachers know and use students' names.			
Student perspective	10%	12%	78%
Teacher perspective	0%	0%	100%
Teachers know what students are interested in.			
Student perspective	62%	25%	12%
Teacher perspective	4%	45%	51%
Teachers give students praise or compliments.			
Student perspective	61%	26%	13%
Teacher perspective	0%	11%	89%

Consistency of informal recognition by teachers

Based on what you know directly, or what you're heard from your child or other parents, how much do you agree or disagree?	Strongly Disagree or Disagree	Somewhat Disagree, Somewhat Agree	Agree or Strongly Agree
Teachers remember things students tell them.			
Student perspective	20%	45%	35%
Teacher perspective	0%	5%	95%
Teachers listen to students.			
Student perspective	12%	35%	53%
Teacher perspective	0%	0%	100%
Parent perspective	13%	43%	44%
Teachers talk to students about things they're interested in or do beyond their class. (For example, other classes, a job, family, or clubs/sports.)			
Student perspective	36%	32%	32%
Teacher perspective	0%	2%	98%
Parent perspective	27%	36%	37%
Teachers notice and value students' strengths and achievements.			
Student perspective	24%	47%	30%
Teacher perspective	4%	37%	59%
Parent perspective	18%	42%	40%

INFORMAL RECOGNITION: Perspectives of different students

Quality of Informal Recognition in the School	Average (1 – 100)	Repair (0-49)	Improve (50-69)	Refine (70-83)	Reinforce (84-100)
All Students	61	22%	53%	22%	3%
Gender					
Female	59	24%	55%	19%	2%
Male	61	21%	50%	25%	4%
Grade Level					
5th Grade	0	0%	0%	0%	0%
6th Grade	0	0%	0%	0%	0%
7th Grade	0	0%	0%	0%	0%
8th Grade	0	0%	0%	0%	0%
9th Grade	63	17%	54%	24%	6%
10th Grade	58	25%	55%	18%	2%
11th Grade	58	26%	56%	16%	1%
12th Grade	59	24%	44%	28%	4%
Race-Ethnicity					
African/African American/Black	57	20%	60%	20%	0%
Asian/Pacific Islander	65	11%	52%	33%	4%
Native American/Alaskan Native	45	45%	55%	0%	0%
White	61	20%	54%	22%	4%
Hispanic	56	36%	45%	18%	2%
Mixed or Other	56	35%	44%	21%	0%

Formal Recognition

Prizes, rewards, certificates, honors, banquets, honor rolls, and assemblies are some of the many tangible ways schools recognize students for their growth, accomplishments, and contributions.

These kinds of formal recognition are designed to motivate students and reinforce a positive school culture. These “extrinsic rewards” can help motivate students to do things they don’t want to do. They are most effective in motivating students to do more positive behaviors (such as turning in assignments), but they don’t typically increase quality (such as doing the assignments well). (Doing things well tends to be motivated more by intrinsic factors and informal ways teachers and others show students that they matter.)

Used well, formal rewards can play an important role in a school’s recognition strategy—particularly when they are matched with informal recognition and students seeing inherent value in what they are learning and doing.

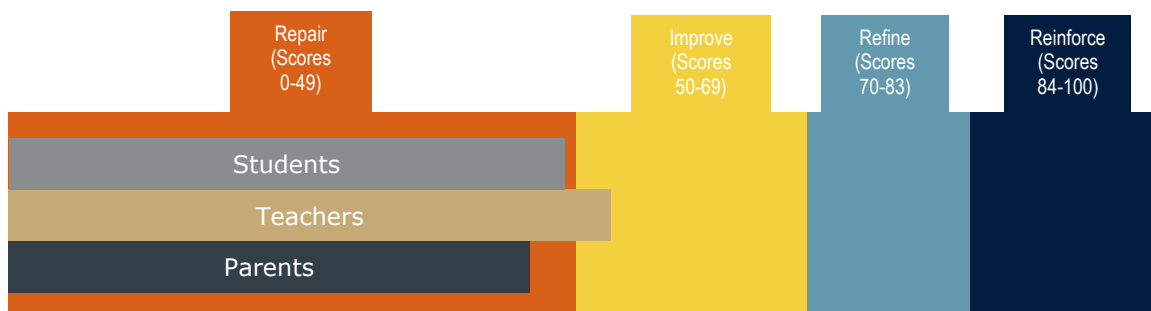
The next five pages provide detailed information about survey responses on formal recognition. Use the information to identify areas where you want to focus for planning, celebration, and improvement.

2. FORMAL RECOGNITION

FOCUS: Tangible rewards reinforce a positive recognition culture.

What students, teachers, and parents experience in your school

Formal recognition refers to the systematic ways the school reinforces students' engagement and achievements through awards, prizes, and other tangible rewards. The Pulse Survey asked students, teachers, and parents about their experiences with formal student recognition. Here are the total scores from each stakeholder group based on how common they said formal recognition is in your school.



Students	Teachers	Parents
48	52	45
average score out of 100		

DISCUSS: How do these perceptions match with what you believe happens in your school? What surprises you? Do you see patterns by age, gender, or race/ethnicity that either please or trouble you—or that need further investigation? What might these perceptions tell you?



Renaissance suggestions to increase formal recognition in your school

(Many more found on JostensRenaissance.com)



Renaissance Recognition Idea 101: Renaissance Cards

Choose to reward good grades, GPA improvement, positive behavior, and citizenship in your school through an incentive program. For a full step-by-step guide, visit www.JostensRenaissance.com/renaissancecards

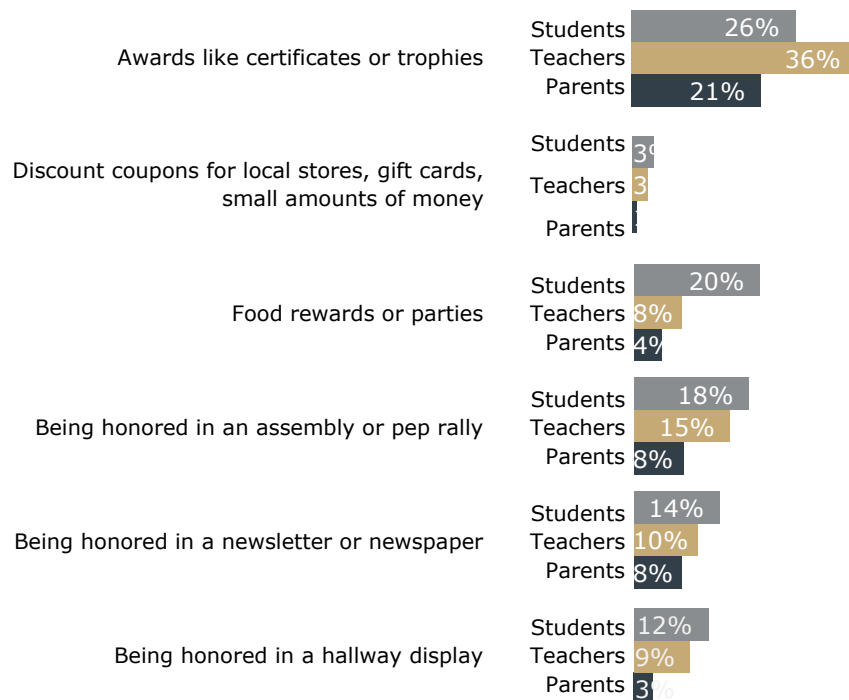
Renaissance Recognition Idea 110: Student of the Month Breakfast

Assign a few departments to choose students of the month throughout the year (i.e. Math, Band, English, and PE get September. Science, Choir, Social Science get October.) Invite the students of the month, the students' parents, and the teachers who nominated them to a breakfast before school. Have the teachers share why they picked the students.

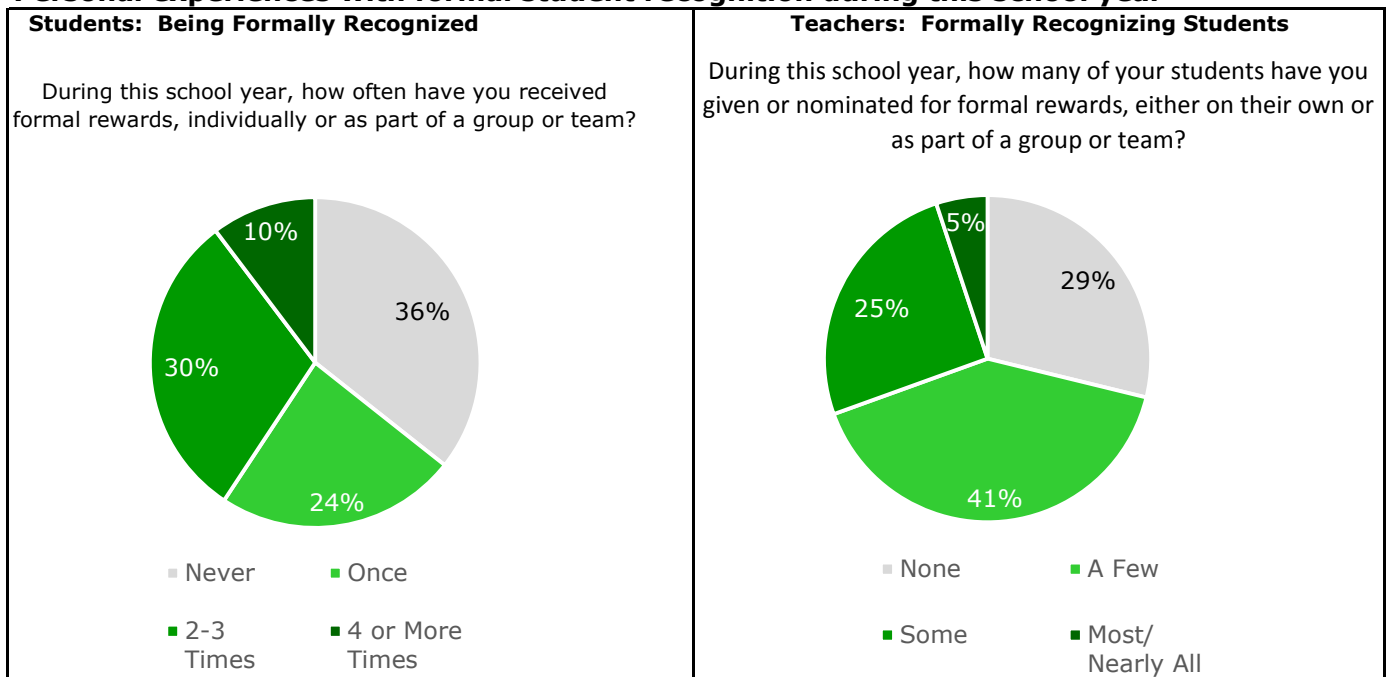
FORMAL RECOGNITION: Perceptions of students, teachers, and parents

Based on their experiences, different people see or experience some types of formal recognition happening a lot. Other people may not see those same things happening much at all.

This figure shows the percentages of each group who says each type of reward is used “often” or “very often” in their school. This information gives a sense of whether student, teachers, and parents see formal recognition as widespread. The pages that follow provide more detailed information.



Personal experiences with formal student recognition during this school year



FORMAL RECOGNITION: Student, teacher, and parent responses to questions

Extent of Formal Recognition in the School

How often are these rewards used with students?	Never or Rarely	Sometimes	Often or Very Often
Awards like certificates or trophies			
Student perspective	36%	37%	27%
Teacher perspective	16%	33%	51%
¹ Parent perspective (28% said "don't know")	30%	36%	33%
Discount coupons for local stores, gift cards, small amounts of money			
Student perspective	81%	16%	3%
Teacher perspective	87%	9%	4%
¹ Parent perspective (41% said "don't know")	89%	9%	1%
Food rewards or parties			
Student perspective	44%	35%	21%
Teacher perspective	43%	46%	11%
¹ Parent perspective (35% said "don't know")	52%	40%	8%
Being honored in an assembly or pep rally			
Student perspective	51%	30%	19%
Teacher perspective	31%	46%	22%
¹ Parent perspective (36% said "don't know")	49%	37%	14%
Being honored in a newsletter or newspaper			
Student perspective	58%	28%	14%
Teacher perspective	41%	44%	15%
¹ Parent perspective (32% said "don't know")	54%	33%	13%
Being honored in a hallway display			
Student perspective	62%	25%	12%
Teacher perspective	57%	30%	13%
¹ Parent perspective (51% said "don't know")	67%	26%	7%

Personal Experiences with Student Recognition During this School Year

How often have you (student)/your child (parent) received formal rewards, individually or as part of a group or team?	Never	Once	2-3 Times	4 or More Times
Student perspective	36%	24%	30%	10%
¹ Parent perspective (0% said "don't know")	45%	25%	24%	6%
How many of your students have you given or nominated for formal rewards, either on their own or as part of a group or team?	None	A Few	Some	Most/ Nearly All
Teacher perspective	29%	41%	25%	5%

¹ Parents were given the option to say they "don't know." Percentages of parents who selected each of the responses are calculated based on those who picked one of the four responses (other than "don't know").

FORMAL RECOGNITION: Perspectives of different students

Extent of Formal Recognition in the School	Average (1 – 100)	Repair (0-49)	Improve (50-69)	Refine (70-83)	Reinforce (84-100)
All Students	48	52%	41%	6%	0%
Gender					
Female	48	51%	41%	7%	0%
Male	45	55%	41%	4%	0%
Grade Level					
5th Grade	0	0%	0%	0%	0%
6th Grade	0	0%	0%	0%	0%
7th Grade	0	0%	0%	0%	0%
8th Grade	0	0%	0%	0%	0%
9th Grade	47	51%	40%	9%	0%
10th Grade	45	56%	40%	3%	0%
11th Grade	49	46%	47%	6%	1%
12th Grade	45	58%	36%	6%	0%
Race-Ethnicity					
African/African American/Black	44	60%	33%	7%	0%
Asian/Pacific Islander	47	48%	44%	7%	0%
Native American/Alaskan Native	34	91%	9%	0%	0%
White	47	51%	42%	6%	0%
Hispanic	46	52%	36%	13%	0%
Mixed and Other	42	63%	31%	6%	0%
How often have you received formal rewards, individually or as part of a group or team?	Average (1-5 scale)	Never	Once	2-3 Times	4+ times
All Students	2.18	35%	23%	30%	10%
Gender					
Female	2.27	30%	24%	35%	10%
Male	2.10	40%	23%	25%	11%
Grade Level					
5th Grade	0.00	0%	0%	0%	0%
6th Grade	0.00	0%	0%	0%	0%
7th Grade	0.00	0%	0%	0%	0%
8th Grade	0.00	0%	0%	0%	0%
9th Grade	1.83	51%	24%	19%	6%
10th Grade	2.21	33%	24%	33%	9%
11th Grade	2.40	27%	19%	43%	11%
12th Grade	2.41	28%	27%	29%	16%
Race-Ethnicity					
African/African American/Black	2.20	47%	0%	40%	13%
Asian/Pacific Islander	2.30	37%	22%	26%	15%
Native American/Alaskan Native	1.64	55%	27%	18%	0%
White	2.24	33%	25%	32%	10%
Hispanic	1.70	61%	20%	13%	7%
Mixed and Other	1.65	58%	21%	19%	2%

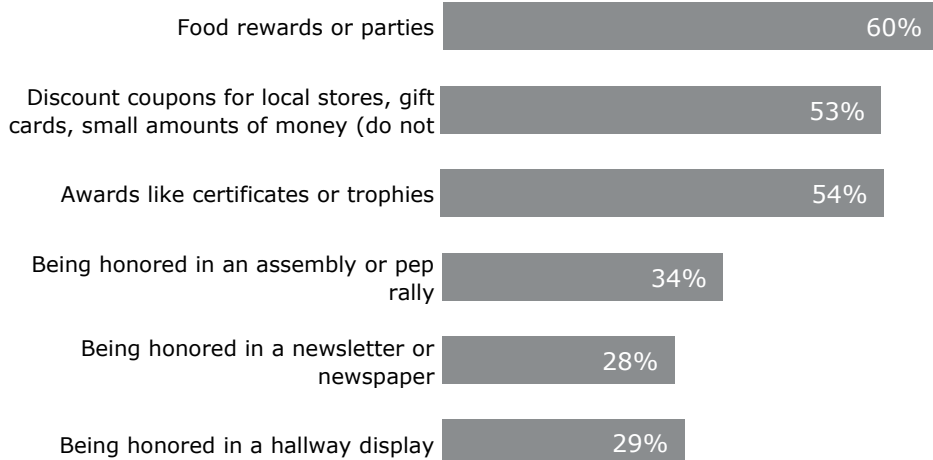
Note: Percentages may not add up to 100 due to rounding or because survey participants opted to skip the question.

FORMAL RECOGNITION: What do students value?

In addition to asking students about what they experience in their school, the Pulse Survey asked students what kinds of formal recognition they valued and found motivating. Here are their responses.

What kinds of recognition are most valued by students?

Which of these would motivate you to work harder? Check all that apply.



The motivating power of recognition

	Strongly Disagree or Disagree	Somewhat Disagree, Somewhat Agree	Agree or Strongly Agree
Students work even harder when they get noticed or rewarded for their efforts in school.			
Student perspective	37%	29%	34%
Teacher perspective	4%	34%	62%
Parent perspective	6%	17%	77%
The decorations in the hallways (like posters or artwork) make students feel like part of the school and make the school a more inviting place.*			
Student perspective	46%	35%	19%
Teacher perspective	16%	43%	41%
Parent perspective	9%	41%	50%

* Student Question: The decorations in the hallways (like posters or artwork) make me feel like an important part of this school. Teacher and Parent Question: The decorations in the hallways (like posters or artwork) make the school feel like an inviting place.

Fairness in Recognition

If students, teachers, and parents believe some students receive encouragement or rewards when they aren't merited, it undermines the value of the recognition. If it's perceived that some students are consistently passed over or ignored in the school (particularly if it's due to a bias), it undermines trust, engagement, and learning. On the other hand, if the school and teachers are seen as fair or even-handed, trust grows. Over time, the fairness of recognition contributes to a strong school culture where all students are valued.

The Pulse Survey asks about perceptions of fairness in the school, including whether students who receive rewards have earned them and whether students of different races and cultures are equally valued.

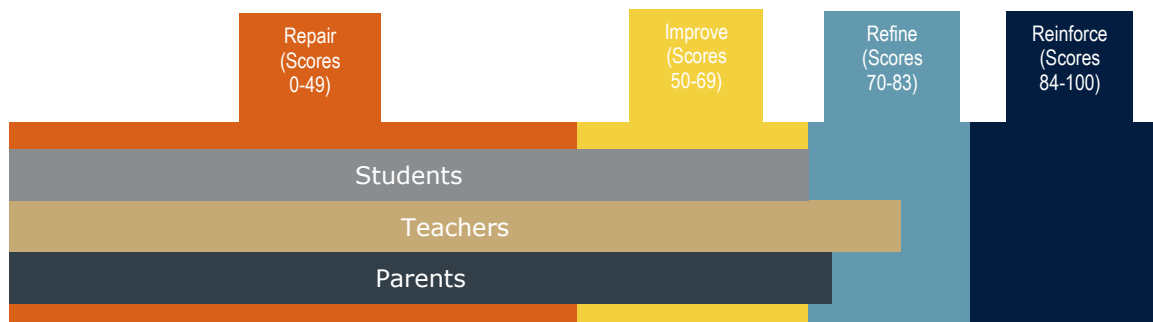
The next three pages provide detailed information about survey responses on fairness in recognition. Use the information to identify areas where you want to focus for planning, celebration, and improvement.

3. FAIRNESS IN RECOGNITION

FOCUS: Recognition opportunities are meaningful and unbiased.

What students, teachers, and parents experience in your school

For recognition to be meaningful, it must be perceived as fair. The Pulse Survey asked students, teachers, and parents about several dimensions of fairness in your school. Here are the total scores from each stakeholder group based on their perceptions of fairness.



Students	Teachers	Parents
69	77	71
average score out of 100		

DISCUSS: What examples do you have from your experience about ways recognition tends to be fair (or unfair) in your school? Do different subgroups of students see fairness differently? Do their different perspectives point to important challenges to address? What signs do you see that the school is committed to fairness?



Renaissance suggestion to increase fairness in recognition in your school (Many more found on [JostensRenaissance.com](https://www.jostensrenaissance.com))

In general, finding different ways to recognize different achievements and behavior is the best way to be fair in recognition. By rewarding and recognizing improvement in academics, lowering discipline referrals, decrease in tardies, showing good character and citizenship - along with rewarding and recognizing those that are high achieving in academics and athletics, will help round out the recognition of students in your building. There are many ideas for recognition on the idea exchange at [JostensRenaissance.com/idea-exchange](https://www.jostensrenaissance.com/idea-exchange)

Renaissance Recognition Idea 200: The Dot Activity

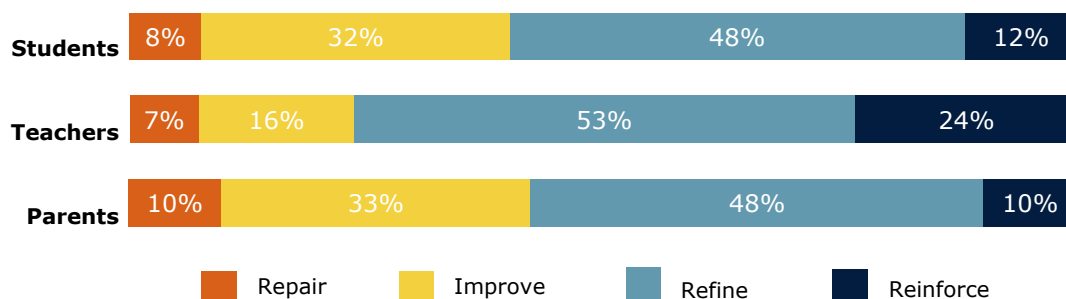
At a faculty meeting, post a list containing the name of every student on the wall. Have your faculty members place a dot by each student that they know something personal about. It will now be apparent who the "invisible" students in your school are, and staff and faculty can make an intentional effort to get to know these students better. While Renaissance schools don't recognize just for the sake of recognizing, it is safe to say that these students are doing positive things that could be recognized. After getting to know these students better, have staff and faculty find a meaningful way to recognize them for their accomplishments.

FAIRNESS IN RECOGNITION: Perceptions of students, teachers, and parents

Students, teachers, and parents each see fairness in recognition from different perspectives. The Pulse Survey asked similar questions to each stakeholder group to get their perspectives on different aspects of fairness. This page shows overall ratings that each group gives to fairness in recognition in your school. The following pages show more detailed information about their responses.

Percentages of stakeholders who rate your school at different levels

(The survey items for these composite measures are shown in the table below the figure.)



FAIRNESS IN RECOGNITION: Student, teacher, and parent responses to questions

	Strongly Disagree or Disagree	Somewhat Disagree, Somewhat Agree	Agree or Strongly Agree
The students who get special rewards in this school have earned it.			
Student perspective	15%	42%	43%
Teacher perspective	2%	32%	66%
Parent perspective	11%	41%	49%
Students from different races and cultures are equally noticed and valued in this school.			
Student perspective	17%	27%	55%
Teacher perspective	37%	43%	20%
Parent perspective	7%	34%	58%
My teachers treat me fairly.			
Student perspective	9%	22%	69%
Teacher perspective	0%	0%	100%
Parent perspective	7%	29%	64%
The students in my classes treat me with respect.			
Student perspective	13%	36%	51%
Teacher perspective	2%	9%	89%
Parent perspective	9%	36%	56%

FAIRNESS IN RECOGNITION: Perspectives of different students

	Average (1 – 100)	Repair (0-49)	Improve (50-69)	Refine (70-83)	Reinforce (84-100)
All Students	69	8%	32%	48%	12%
Gender					
Female	67	8%	35%	47%	10%
Male	68	10%	28%	47%	14%
Grade Level					
5th Grade	0	0%	0%	0%	0%
6th Grade	0	0%	0%	0%	0%
7th Grade	0	0%	0%	0%	0%
8th Grade	0	0%	0%	0%	0%
9th Grade	72	5%	22%	54%	18%
10th Grade	67	11%	31%	49%	9%
11th Grade	67	9%	40%	42%	9%
12th Grade	64	13%	36%	40%	10%
Race-Ethnicity					
African/African American/Black	61	13%	60%	20%	7%
Asian/Pacific Islander	69	4%	26%	59%	11%
Native American/Alaskan Native	59	18%	45%	36%	0%
White	69	7%	31%	50%	13%
Hispanic	64	18%	29%	46%	7%
Mixed or Other	64	17%	35%	35%	13%

Recognition of Effort

Students are more motivated to learn when their efforts are noticed and reinforced than they are by how well they perform in comparison to others. “Performance goals” focus on performing well in comparison to others. “Learning goals,” in contrast, focus on mastery of knowledge and skills, which reflects exerting effort. Although performance goals can stimulate short-term gains, learning goals are more predictive of academic achievement.

Consistently encouraging effort is important in a healthy recognition culture. Some performance recognition can be valuable and healthy. But, reinforcing effort and learning is most important. The Pulse Survey asks about perceptions of whether students are recognized more for performance or effort. It also asks about recognition for helping others, which reinforces a well-rounded approach to recognition.

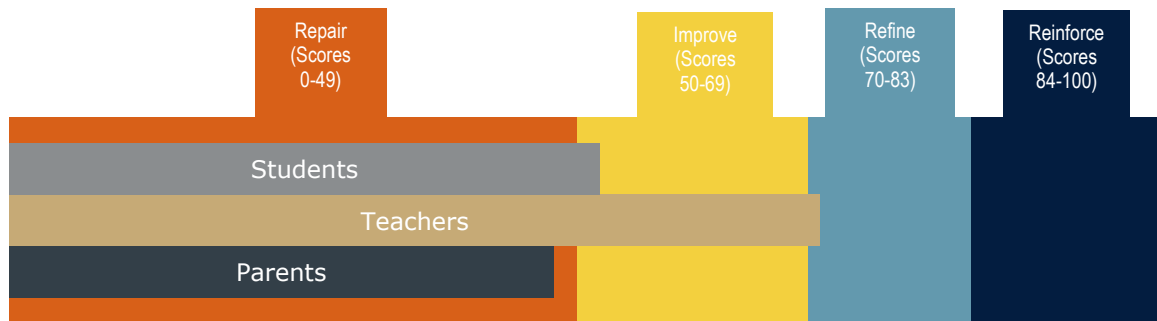
The next four pages provide detailed information about survey responses on recognition of effort. Use the information to identify areas where you want to focus for planning, celebration, and improvement.

4. RECOGNITION OF EFFORT

FOCUS: Students are recognized for working hard, not just doing well.

What students, teachers, and parents experience in your school

The Pulse Survey asked students, teachers, and parents about whether students are consistently recognized for the effort they put into learning and modeling positive behavior (helping others). Here are the total scores from each stakeholder group based on their perceptions.



Students	Teachers	Parents
51	70	47
average score out of 100		

DISCUSS: How do people's perceptions match or conflict with your experience? Do you see patterns by age, gender, or race/ethnicity that either please or trouble you—or that need further investigation? What might it take to increase recognition of effort and learning more than performance? (Keep in mind both formal and informal recognition.)



Renaissance suggestions for increasing recognition of effort in your school

(Many more found on JostensRenaissance.com)



Renaissance Recognition Idea 107: Tokens of Appreciation

Buy or make 'tokens of appreciation' that you can give to your students when you catch them doing a positive behavior. Some schools give three tokens to each staff and faculty member to give out each quarter. Students with tokens can turn them in to receive special rewards - whether tangible, like discounts at sporting events or local restaurants - or not, like extra points on a test or one free tardy.

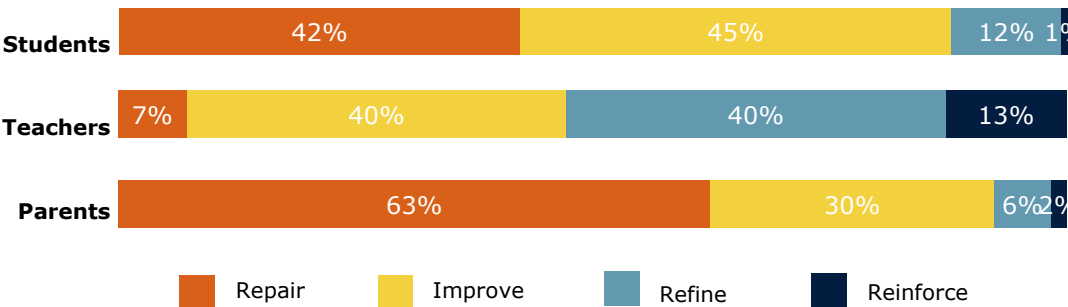
RECOGNITION OF EFFORT: Perceptions of students, teachers, and parents

The following chart shows the percentages of students, teachers, and parents who see your school’s focus on recognizing effort at different levels. Differences in their perceptions offer an important opportunity for conversation to learn from each other.

This page shows overall ratings that each group gives to recognition of effort in your school. The following pages show more detailed information about their responses.

Percentages of stakeholders who rate your school at different levels

(The survey items for these composite measures are shown on page 21.)



RECOGNITION OF EFFORT: Perceptions of students, teachers, and parents

Rewards for Effort and Contribution

	Strongly Disagree or Disagree	Somewhat Disagree, Somewhat Agree	Agree or Strongly Agree
Students get rewarded for trying hard, not just for how well they did at something.			
Student perspective	32%	29%	39%
Teacher perspective	19%	31%	50%
Parent perspective	40%	36%	23%
Students are rewarded when they help others.			
Student perspective	47%	37%	16%
Teacher perspective	6%	54%	40%
Parent perspective	29%	40%	31%

Frequency of Recognition of Effort

	Rarely or Never	Sometimes	Often or Very Often
How often in the past month teachers have told students that they liked how much effort the students gave to a task.			
Student perspective	62%	26%	13%
Teacher perspective	2%	25%	73%
How often in the past month teachers have told students specific ways they have improved in something.			
Student perspective	60%	29%	11%
Teacher perspective	8%	56%	37%
PARENTS' PERSPECTIVES: Communication with parents about student improvements in the past school year.			
How often a teacher or other adult at school told you that they liked how much effort your child gave to a task.	70%	22%	8%
How often a teacher or other adult at school told you specific ways your child has improved in something.	78%	17%	5%

RECOGNITION OF EFFORT: Perspective of different students

	Average (1 – 100)	Repair (0-49)	Improve (50-69)	Refine (70-83)	Reinforce (84-100)
All Students	51	42%	45%	12%	1%
Gender					
Female	49	45%	43%	12%	1%
Male	50	40%	48%	11%	1%
Grade Level					
5th Grade	0	0%	0%	0%	0%
6th Grade	0	0%	0%	0%	0%
7th Grade	0	0%	0%	0%	0%
8th Grade	0	0%	0%	0%	0%
9th Grade	54	30%	51%	19%	0%
10th Grade	49	44%	45%	10%	2%
11th Grade	47	51%	44%	6%	0%
12th Grade	47	52%	37%	10%	0%
Race-Ethnicity					
African/African American/Black	56	33%	40%	20%	7%
Asian/Pacific Islander	52	30%	48%	19%	4%
Native American/Alaskan Native	43	55%	36%	9%	0%
White	50	43%	46%	11%	0%
Hispanic	52	38%	43%	20%	0%
Mixed or Other	50	46%	31%	23%	0%

Having a Voice

Having an authentic voice in school life unlocks students' commitment and potential when they believe that what they think and say really matters—and influences school life for many people. It says: "Your thoughts and opinions are so important they should influence what happens in the classroom and school."

The Pulse Survey examines student and teacher perceptions of whether and how students have a voice in school life. The parents were asked to think about their own sense of being valued as part of the school community. In addition, it provides some insights into how students, teachers, and parents are involved in school recognition efforts.

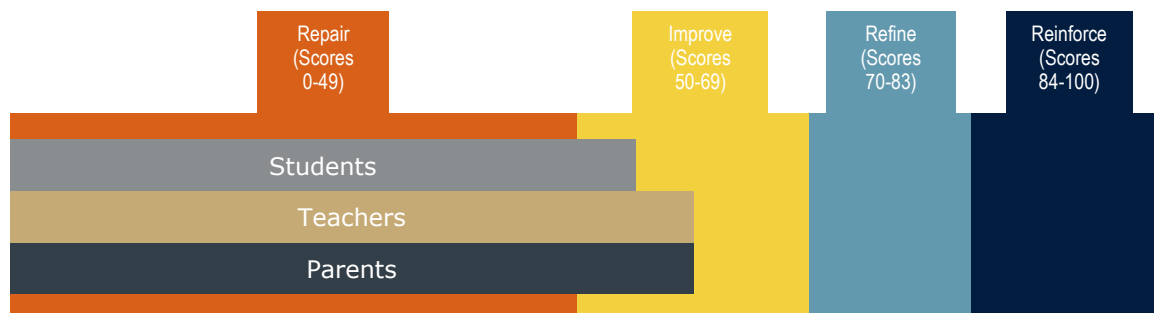
The next four pages provide detailed information about survey responses on student (and parent) voice. Use the information to identify areas where you want to focus for planning, celebration, and improvement.

5. HAVING A VOICE

FOCUS: Students and parents have a voice in school life and in how students are honored.

What students, teachers, and parents experience in your school

An important way people know they are valued is that they have a say in issues and decisions that matter to them. The Pulse Survey asked students and teachers about student voice in school life. It also asked parents about how much they have a voice in school life, including how the school recognizes students.

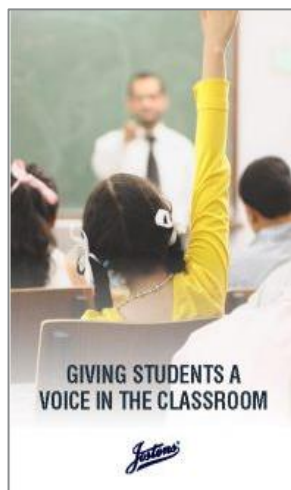


Students	Teachers	Parents
54	59	59
average score out of 100		

DISCUSS: How do students', teachers', and parents' perceptions of student- or parent- voice reinforce or contrast with your experiences of student or parent voice? Do you see patterns by age, gender, or race/ethnicity that either please or trouble you—or that need further investigation? What opportunities for conversation or improvement do you see in the survey responses?



Renaissance suggestions to increasing student voice in your school (Many more found on JostensRenaissance.com)



Research, Tips, and Activities from Search Institute:

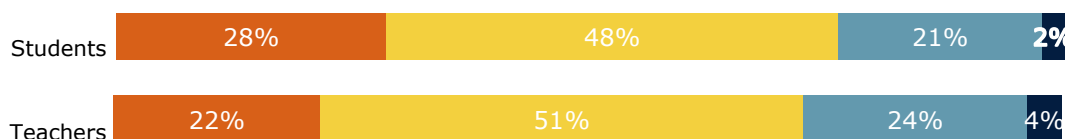
Every month our partners at Search Institute provide research, tips, and classroom activities surrounding important topics for the classroom. Visit www.JostensRenaissance.com/studentvoice to download a guide specifically on giving students a voice in the classroom.

HAVING A VOICE: Perceptions of students, teachers, parents

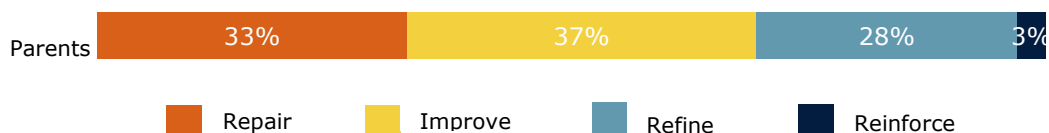
The Pulse Survey asked similar questions to students, teachers, and parents to get their perspectives on whether students have a voice in school life. (Parents were asked about whether they had a voice, too.) This page shows overall ratings from each group's perspective. The following pages show more detailed information.

(The survey items for these composite measures are shown on page 25.)

Student Voice: Percentages of respondents who rate your school at different levels



Parent Voice: Percentages of parents who rate your school at different levels



Parent and Teacher Involvement in Student Recognition

How PARENTS find out about rewards and honors their children receive (Parents could pick all that applied.)		TEACHERS who often or very often participate in each of these activities	
My child tells me.	60%	Recommend students for honors or rewards.	24%
I read it online or in the school's newsletter.	6%	Give formal rewards to students in my classes.	10%
School staff or teachers email or text me.	17%	Suggest ways of rewarding students.	4%
Some other method.	16%	Help to create or arrange rewards.	4%
School staff or teachers call me.	4%	Serve on a staff/faculty honors or rewards group.	3%
Other parents or my child's friends tell me.	6%		
I usually don't find out.	16%		

HAVING A VOICE: Student and teacher responses to questions

How many teachers ask students' opinions when making decisions that could affect them?

	None or a Few	Some	Most or Nearly All
Student perspective	61%	24%	15%
Teacher perspective	16%	32%	52%

Students get to suggest how they would like to be honored.

	Strongly Disagree or Disagree	Somewhat Disagree, Somewhat Agree	Agree or Strongly Agree
Student perspective	30%	33%	37%
Teacher perspective	55%	34%	11%

PARENT VOICE: Parent responses to questions

	Strongly Disagree or Agree	Somewhat Disagree, Somewhat Agree	Agree or Strongly Agree
The school gives parents a chance to give ideas on how student can be honored.	56%	34%	11%
The school treats parents like an important part of the school community.	20%	35%	46%

HAVING A VOICE: Perspectives of different students

	Average (1 – 100)	Repair (0-49)	Improve (50-69)	Refine (70-83)	Reinforce (84-100)
All Students	54	28%	48%	21%	2%
Gender					
Female	52	30%	46%	22%	2%
Male	54	28%	48%	21%	3%
Grade Level					
5th Grade	0	0%	0%	0%	0%
6th Grade	0	0%	0%	0%	0%
7th Grade	0	0%	0%	0%	0%
8th Grade	0	0%	0%	0%	0%
9th Grade	58	18%	47%	32%	3%
10th Grade	51	33%	49%	15%	3%
11th Grade	52	33%	49%	16%	2%
12th Grade	51	35%	43%	20%	2%
Race-Ethnicity					
African/African American/Black	59	20%	33%	47%	0%
Asian/Pacific Islander	56	22%	52%	26%	0%
Native American/Alaskan Native	45	55%	36%	9%	0%
White	55	27%	48%	22%	3%
Hispanic	53	30%	48%	21%	0%
Mixed or Other	48	38%	50%	13%	0%

FROM INFORMATION TO ACTION: Enhancing the recognition culture in your school

This report has labeled survey findings by the types of responses that might be appropriate. This approach emphasizes that these findings are designed to stimulate experiments and action to enhance the recognition culture, not as static measures of success. In that spirit, here are some starting points for action that you can try based on your interpretation of the survey findings.

Regardless of the focus: Invite a broad range of students, teachers, and parents to help interpret the results, and then design and implement strategies. Doing so can, by itself, contribute to one key: Having a Voice.

Repair <i>These are areas where students, teachers, and/or parents saw particular challenges. How do you respond?</i> Even if you see a lot of challenges, start by looking for signs of strengths—even small ones—that you can tap to tackle the challenges. Maybe one part of the school is a good model to learn from. Identify specific things you can try to get started. Try some experiments. If they don't work, learn from them (a valuable attitude and lesson). If they do, build on them. Success can breed success. Talk with your Jostens representative or other educators about other ideas that have worked in other places. What might you try in your school?	Improve <i>Students, teachers, and/or parents saw strengths, but also room for improvement. What might you do?</i> Focus on two or three specific activities or systems in your school that could be worked on to increase the quality of recognition. Sometimes simple systems or expectations can make a big difference. Talk with people who noticed strengths in these areas. What do they see? How might those be spread so others can experience them? Set short-term goals (e.g., one month) of specific practices or processes you want to improve. Check back in after people have tried working on it. How did it go? What would they do next time?
Refine <i>Students, teachers, and/or parents saw a lot of strength in these areas? How might they be refined to be really strong?</i> Identify an area that's working pretty well, but could be refined. Break down the processes or steps involved. Where might you tweak the process to make it be more consistent or have greater impact? Ask someone who isn't regularly involved to observe this area of recognition in practice. Afterwards, ask them what fresh ideas they had as they observed that might enrich the experience for students? Honor the people who have done so much to make this a strong part of your school's recognition culture. Ask what ideas they have that might enhance or expand this area of your school's recognition culture.	Reinforce <i>Students, teachers, and/or parents see these as strong areas of school culture. What can be done to celebrate, reinforce, and build on these strengths?</i> Celebrate the strengths you see. Tell your story. Highlight strengths in communication with students, teachers, staff, parents, and other community members. Identify elements of these areas that might be adopted or adapted to enhance other aspect of your school's recognition culture. Don't take these strengths for granted. Instead, regularly check in to be sure you are maintaining consistent quality.

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