

## Thank you for participating in the Gallup Student Poll!



For more than 70 years, Gallup has built its reputation on delivering relevant, timely, and visionary research on what humans around the world think and feel. In partnership with America's Promise Alliance, the Gallup Student Poll is dedicated to measuring the hope, engagement, and well-being of America's students.

Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

By measuring students' hope, engagement, and well-being, the Gallup Student Poll will help create a more hopeful story about American education in which students and teachers get to do what they do best every day, students' well-being and success matter to the community, and their personal flourishing leads to school and community success.

Over 1.2 million students drop out of high school every year. Everyone in the community is asked to do a small part to make a neighborhood a better place for young people.

### Hope

**Hope** | The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

- Hope is more predictive of academic success than traditional measures
- Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.

### Engagement

**Engagement** | The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

- Student engagement declines from grades 5 through 12\*
- Engagement items distinguish between high and low performing schools.\*

### Well-Being

**Well-being** | How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

- 45% of U.S. students surveyed are either struggling or suffering\*
- Suffering students are much more likely to be actively disengaged at school\*

### Your Scorecard >>

Use the following questions to prompt interpretation of the data on the Gallup Student Poll Scorecard:

- What is the biggest highlight on your Gallup Student Poll Scorecard?
- What result on the Gallup Student Poll Scorecard most concerns you?
- In addition to the highlight and biggest concern, what is the one finding you want to share with the broader community?

*\*Source: Gallup student survey data collected via Web and scan 2006 through 2008, ngt; 97,000*

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The Gallup Student Poll is a brief measure of hope, engagement, and well-being. The poll taps into the hearts and minds of American students to determine what drives well-being and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

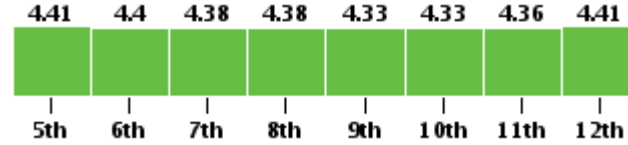
Hope | GrandMean: **4.38** (out of 5) n=65510

YOUR STUDENTS

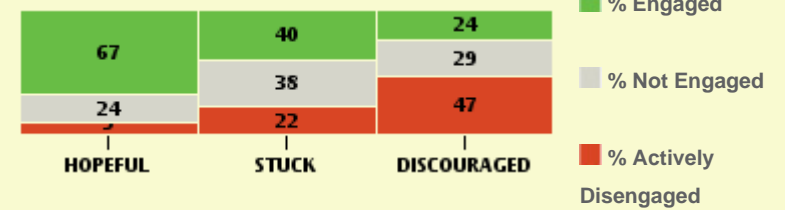


- Hopeful - 50%
- Stuck - 33%
- Discouraged - 17%

HOPE BY GRADE  
(GrandMean)



HOPE and ENGAGEMENT



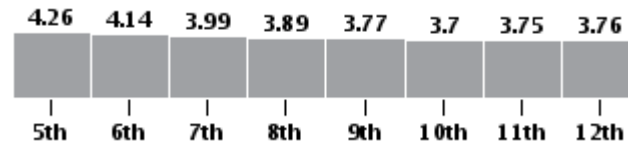
Engagement | GrandMean: **3.95** (out of 5) n=66049

YOUR STUDENTS



- Engaged - 50%
- Not Engaged - 30%
- Actively Disengaged - 20%

ENGAGEMENT BY GRADE  
(GrandMean)



SOLUTIONS

Well-Being | GrandMean: **8.42** (out of 10) n=70078

YOUR STUDENTS



- Thriving - 63%
- Struggling - 36%
- Suffering - 1%

WELL-BEING BY GRADE  
(GrandMean)



WELL-BEING and ENGAGEMENT



## Every school has a story ... what's yours?



The Gallup Student Poll Community Solutions are designed to get all Americans involved in preparing our young people for a promising future.

We need to come together to ensure that every student has the best chance of graduating from high school and college and landing a good job.

Without a sound education and a good job, the American dream becomes the American Myth.

The conversation about the future of American youth starts with a shared understanding of hope, engagement, and well-being and data collected through the Gallup Student Poll.

Preparing young people for the future serves many ends. One outcome that benefits us all is a higher high school graduation rate. Please see the America's Promise Alliance website and read the GradNation Report to learn more about how people can work together to encourage completion of high school.

### 1<sup>st</sup> Share Your Story

Is your school really known in your community? Share your Gallup Student Poll Scorecard with your local stakeholders. Consider the following questions:

- Which people (in and out of the school system) do you want to share the Gallup Student Poll Scorecard with today?
- How do you want to share a summary of data from the Gallup Student Poll Scorecard with parents next week?
- Which community members and afterschool programs do you want to share a summary of data from the Gallup Student Poll Scorecard within two weeks?

### 2<sup>nd</sup> Act on the Numbers

Your data is a springboard to action. Invite educators in your school and your community to work together and use the data to drive student hope, engagement, and well-being by answering these questions:

- What are your goals for changes you would like to see in your school in one, five, and ten years?
- How are these goals linked with specific indicators on the Gallup Student Poll Scorecard?
- The 10-year goals for the Gallup Student Poll are to double hope, build engaged schools, and boost well-being. Gallup aims to help 5 million students discover and develop their strengths. How can you achieve these goals in your school?
- As a nation, we must attain a high school graduation rate of 85% or better. What can you do to achieve this in your school?

### 3<sup>rd</sup> Your Solutions

How can you engage your community to pursue these goals with you?

## Community Solutions

The 20 Community Solutions are designed to promote the best in American youth. Every person in a community can do one thing to enhance hope, engagement, or well-being. Five of these strategies involve making the most of a student's strengths. When we focus on what is right with students, we help them become more successful.

Learn more about the Gallup Student Poll Education and Consulting Services

### Hope

"I can find lots of ways around any problem."

**Goal** | Double Hope

### Engagement

"At this school, I have the opportunity to do what I do best everyday."

**Goal** | Build Engaged Schools

### Well-Being

"On which step of the life ladder (0-10) do you think you will stand in five years."

**Goal** | Boost Well-Being

### Strengths

"I can quickly name my own strengths."

**Goal** | Discover and Develop Strengths

#### Parents and Other Caregivers

**Hope** | Talk to your child about the future. Make your child's goal(s) a topic of conversation at home. Help your child develop the ideas and energy needed to make a goal a reality.

**Conversation Starter** | "What are your hopes and wishes for the future? What do you need to get where you want to go?"

**Engagement** | Give your child personalized feedback, recognition, and praise for effort and doing what he or she does best.

**Conversation Starter** | "Let's celebrate your great work on *name of specific task* by spending the next hour playing your favorite game."

**Well-Being** | Spend quality social time with your child and create a place in the home where he or she can entertain friends.

**Conversation Starter** | "When do you want to invite your friends over to our home? I am happy to help you plan for that."

**Strengths** | Name your child's strengths by administering a strengths measure, printing results, and posting them in the home.

**Conversation Starter** | "How did you use *name of a specific strength* at school today?"

#### Teachers, Counselors, and Advisors

**Hope** | Help students develop numerous ways to overcome obstacles and to get good grades.

**Classroom Activity** | Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.

**Engagement** | Get to know your students even better by connecting with them on an individual level and by identifying the interests and resources of every student.

**Classroom Activity** | Conduct a brief, 1 on 1 "Focus on You" with each of your students (during the first term of a school year if possible). Have students answer the following questions:

**Well-Being** | Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.

**Classroom Activity** | Encourage the students to keep a weekly success log that is divided into three sections:

1. My Successes

**Strengths** | First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.

**Classroom Activity** | Ask the students to write about and/or draw an illustration of a time when one of their strengths helped him/her succeed on a difficult task. Ask for volunteers who wish to read/explain their illustrations to classmates or just to you. Share

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| <ol style="list-style-type: none"> <li>1. "What name do you prefer to be called?"</li> <li>2. "What are your "hot buttons" (i.e., activities/things that interest, excite, or are important to you)?"</li> <li>3. "Who makes you feel like you matter?"</li> </ol> | <ol style="list-style-type: none"> <li>2. How Are My Successes Connected to my School</li> <li>3. How Are My Successes Connected to My Future</li> </ol> <p>Have students review their log monthly to choose a best success to share with a caring adult. Encourage students to share best successes at parent- teacher conferences.</p> | <p>strengths stories at parent-teacher conferences.</p> |
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**Principals and Superintendents**

**Hope** | Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.

**Engagement** | Demonstrate the relevance of today's elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.

**Well-Being** | Invite teachers to nominate alums of your school who are successful community members who appear to have high well-being. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.

**Strengths** | Develop a strengths-based leadership team at your school.

**Leadership and Policy Implication** | Eliminate the barriers to student achievement. Start with small obstacles and work toward necessary policy changes.

**Leadership and Policy Implication** | Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.

**Leadership and Policy Implication** | Alums of your school will be considered more appealing role models for success and well-being. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.

**Leadership and Policy Implication** | Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower (teachers, parents, afterschool counselors, community members, students) needs of compassion, trust, stability, and hope.

**Afterschool Counselors and Peer Mentors**

**Hope** | Provide at least one mentor to each student through your program or another partner program in the community.

**Engagement** | Conduct some of the after school activities on a nearby school campus.

**Well-Being** | Always make time for fun and games.

**Strengths** | Program staff builds specialized skills in identifying and developing strengths of students.

**Program Implication** | Afterschool programs in one community can align with other programs and provide higher quality wrap around services for students by strategically linking to one another and ensuring that resources (i.e., mentoring) are maximized.

**Program Implication** | Students flourish in safe places with the support of caring adults. Great schools and afterschool programs that come together in a common place, the school building, help students realize their safety net is big and strong.

**Program Implication** | Positive feelings such as interest, joy, and happiness make each day better and these emotions are associated with good health and well-being. Afterschool programs provide unique, specialized services, but all programs should

**Program Implication** | Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.

guarantee the outcomes of laughter and smiles.

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**Business People  
and Neighbors**

**Hope** | Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.

**Small Act** | Show and tell a young person how sound education and decision-making are related to landing a good job.

**Engagement** | Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.

**Small Act** | Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city offices.

**Well-Being** | Give young people a well-being boost through a positive experience that may be otherwise unavailable to them.

**Small Act** | Invite a young person to a fun, exciting experience at your home, neighborhood, alma mater, or office.

**Strengths** | Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.

**Small Act** | Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.

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## Glossary of Terms

**Hope** | the ideas and energy we have for the future

**Hopeful** | students possess numerous ideas and abundant energy for the future

**Stuck** | students generate little momentum toward the future

**Discouraged** | students lack ideas and energy for the future

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**Engagement** | involvement in and enthusiasm for school

**Engaged** | students are highly involved with and enthusiastic about school

**Not Engaged** | students are present but not involved with or enthusiastic about school

**Actively Disengaged** | students undermine the educational process for self and others

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**Well-Being** | how we think about and experience our lives

**Thriving** | students think about present and future life in positive terms; they tend to be in good health and have strong social support.

**Struggling** | students lack positive thoughts and experiences; they tend to worry about meeting the daily demands of life.

**Suffering** | students think about current and future life in negative terms; they tend to have less access to basic needs (e.g., good food and healthcare)

The pie chart and engagement matrix on the left and right sides of the scorecard respectively, include responses to questions about students' present and future. For example, they include responses to the questions, "On which step of the ladder would you say you personally feel you stand at this time?" (Present) and "On which step do you think you will stand about five years from now?" (Future).

The GrandMean by grade chart in the middle of the scorecard does not include responses to the question about students' present. In other words, it does not include responses to the question, "On which step of the ladder would you say you personally feel you stand at this time?"

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## Promotion Index

The Promotion Index is reported for the lowest level (i.e., school, district, or state) for which data is available.

The percentage of students who graduate on time with a diploma, as reported by the Editorial Projects in Education (EPE) Research Center. This high school graduation rate captures four key steps a student must take in order to graduate: three grade-to-grade promotions (grade 9 to 10, grade 10 to 11, and grade 11 to 12) and then earning a standard diploma (grade 12 to graduation). The Promotion Index data are from the high school class of 2005 (the most recent year for which data are available), not from student responses to the Gallup Student Poll.

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## Promise Index

The percentage of students who experience four or five of the promises that change lives (caring adults, safe places, a healthy start, effective education, opportunities to help others). See the America's Promise Alliance Web site for more information about the five promises: <http://www.americaspromise.org/APA.htm>.

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**Hope and Engagement** | this matrix displays the joint distribution of hope and engagement.

Each cell gives the percentage of students that meet criteria for a particular hope classification *and* a particular engagement classification (e.g., hopeful by not engaged).

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**Well-Being and Engagement** | this matrix displays the joint distribution of well-being and engagement.

Each cell gives the percentage of students that meet criteria for a particular well-being classification *and* a particular engagement classification (e.g., thriving by not engaged).

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