

# Perception Data:

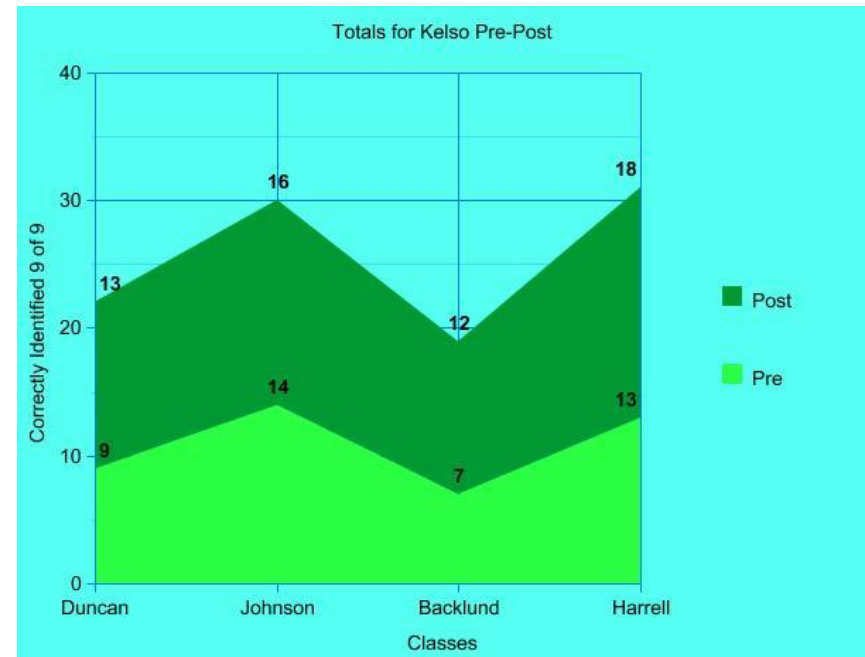
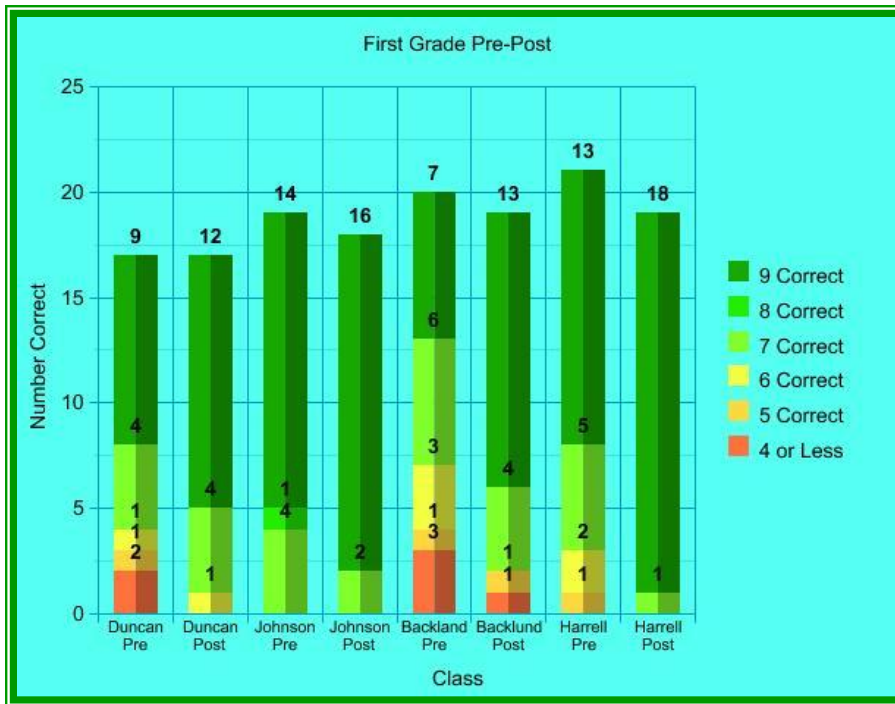
## Recognition of the Nine Choices

### Gain in Knowledge

Stacked Bar Graph:

Pre and Post breakouts,

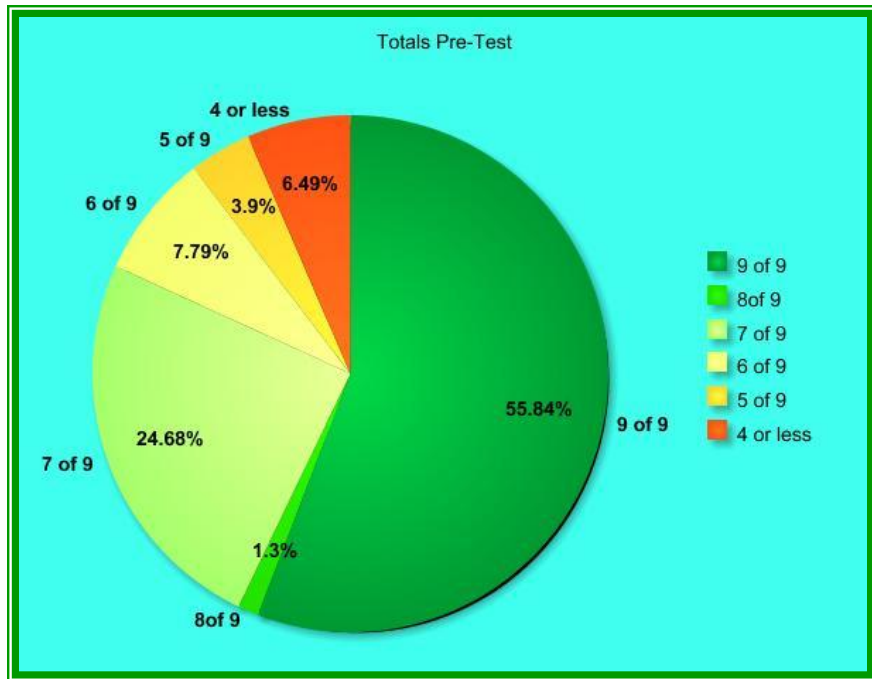
by Classroom



Area graph:

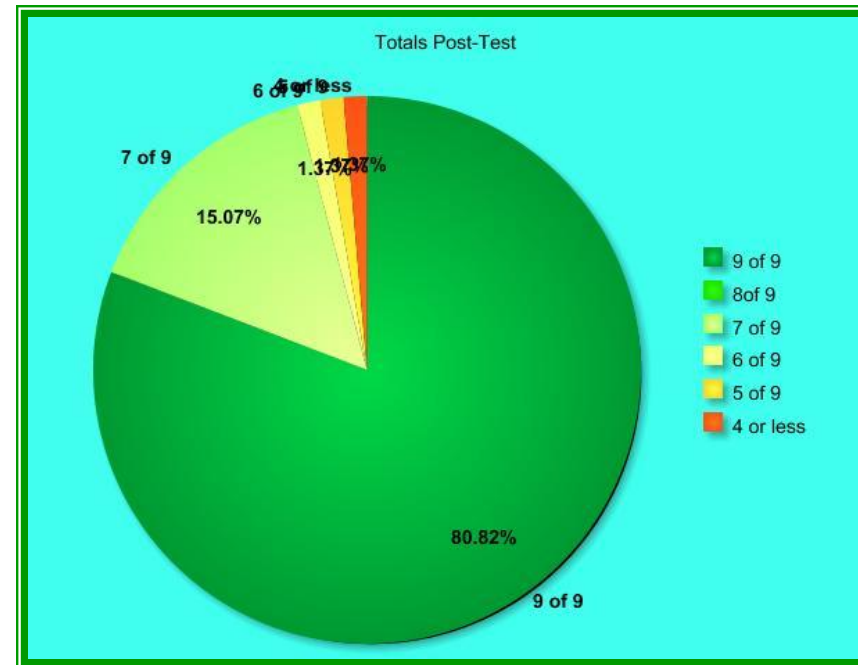
# who got all 9 choices correct

# Perception Data: Post-Test Recognition of the Nine Choices



*A pair of Pie Charts*

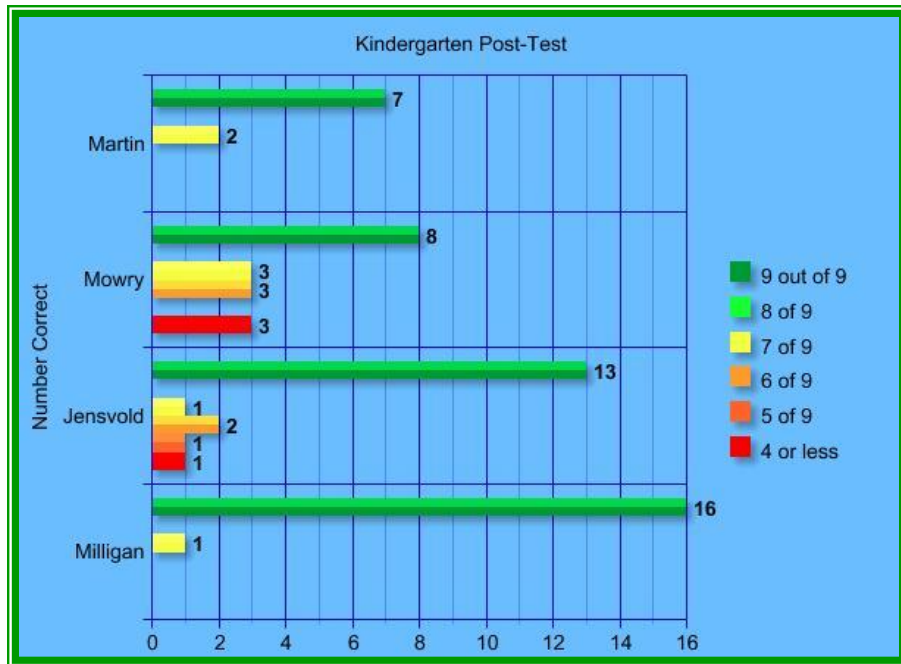
## **December 2007 Post-Test First Graders**



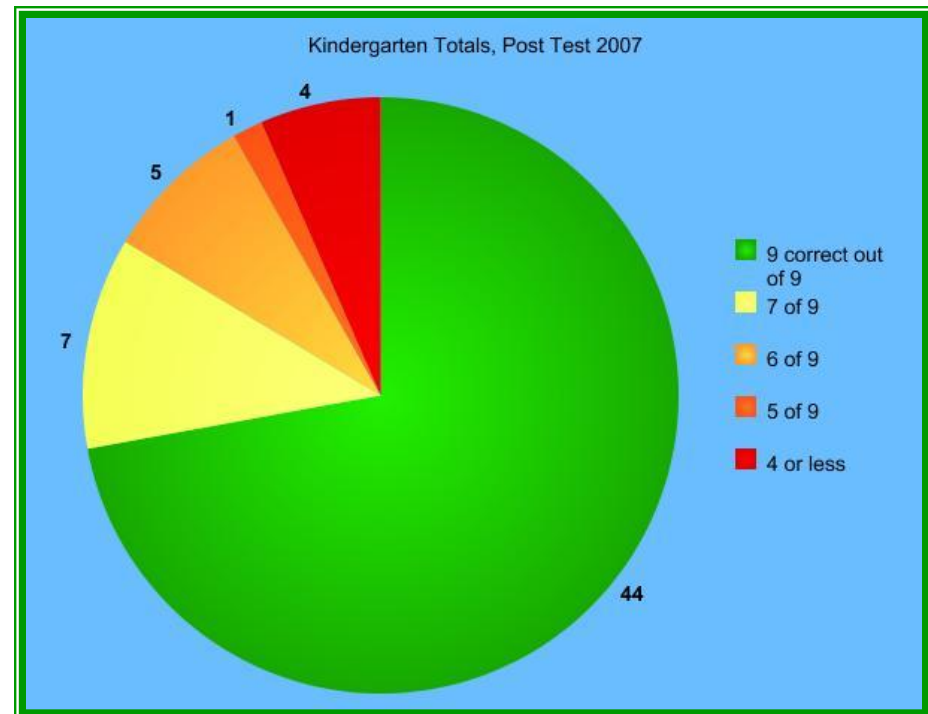
**September 2007 Pre-Test  
First Graders**  
(most of whom had Kelso in Kindergarten)

# Perception Data: Post-Test

## Recognition of the Nine Choices

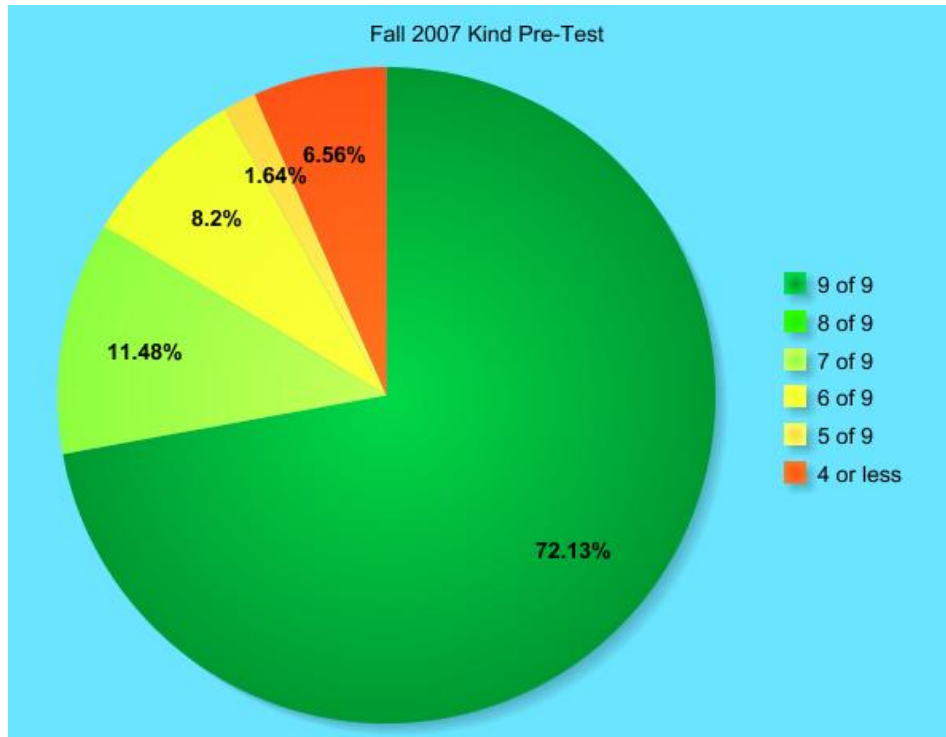


## Kindergarten December 2007



# Perception Data: Post-Test Recognition of the Nine Choices

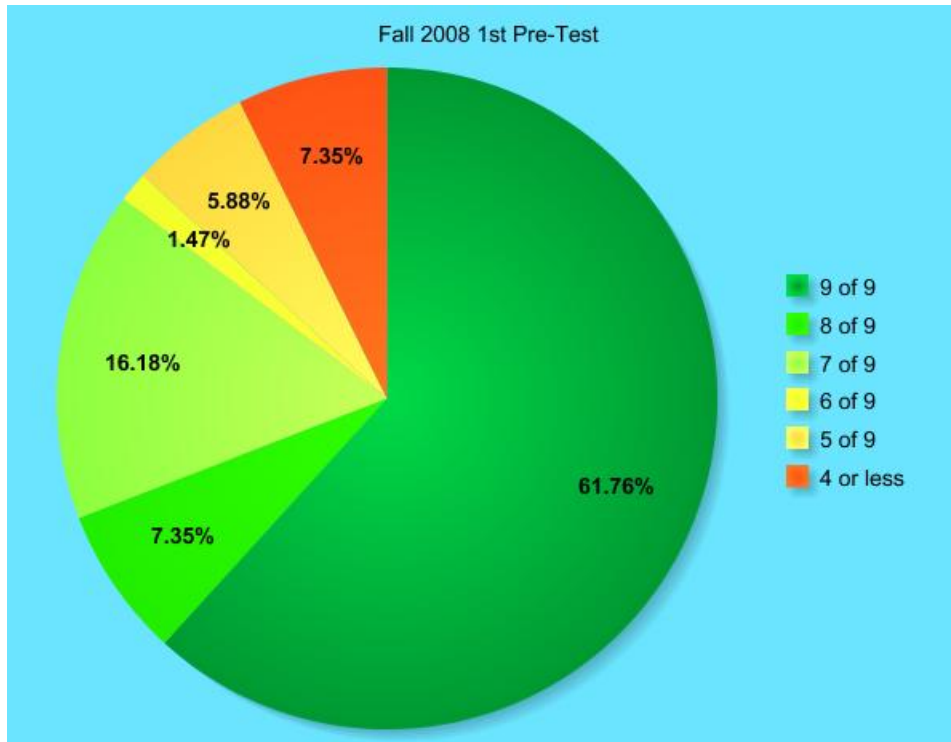
**Kind. Post-test  
Dec. 2007**



# Perception Data: Pre-Test

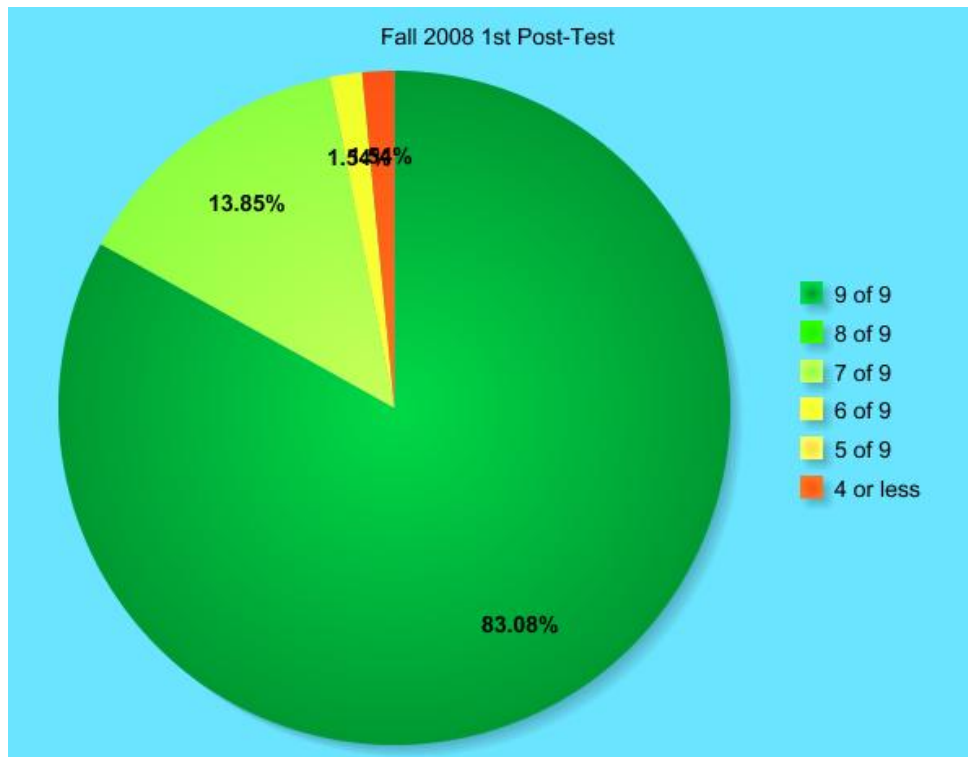
## Recognition of the Nine Choices

### 1<sup>st</sup> Pre-Test Fall 2008



# Perception Data: Post-Test Recognition of the Nine Choices

**1<sup>st</sup> Post-Test  
Dec. 2008**



# Outcome Data: Teacher Memo

4 January 2008

Dear Kinder and First Grade Teachers,

I have been very pleased with the results of my Kelso pre- and post- test results (see attached—you may keep this info if you'd like). But this only shows what our students *learned*. NOW I would like your help gathering further data to show whether or not their *behavior* has actually improved as a result of the Kelso curriculum.

I have tried to keep this as simple for you as possible, but feel free to add any additional comments on the reverse side of this sheet.

*Thanks so much* for your help in improving this curriculum. Please mark the two columns according to your perceptions of the students in your class, at the beginning of school, and now, in January. (I may ask again in the spring, to see what students have retained.)

# Teacher Survey

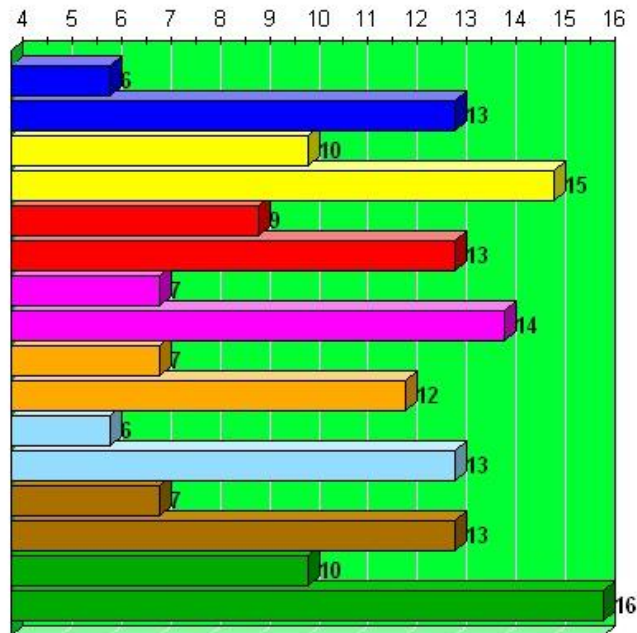
Fall	1= not at all; 2= sometimes; 3=mostly; 4=always	Winter
1 2 3 4	Students in my class can identify a big problem that needs adult help.	1 2 3 4
1 2 3 4	My students can identify an adult to whom they can report a big problem.	1 2 3 4
1 2 3 4	Students in my class know when to solve a little problem themselves.	1 2 3 4
1 2 3 4	My students know the difference between tattling and telling.	1 2 3 4
1 2 3 4	My students refrain from tattling.	1 2 3 4
1 2 3 4	My students use one or more of Kelso's choices to solve problems in the classroom.	1 2 3 4
1 2 3 4	My students use one or more of Kelso's choices to solve problems on the playground.	1 2 3 4
1 2 3 4	Kelso has helped make my classroom a more pleasant place to teach.	1 2 3 4



# Outcome Data

➤ Teacher reports of *behavior change*

**Kelso pre-post behavior change-First Grade**



**Kelso pre-post behavior change-Kindergarten**

