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Dear Parent/Guardian,

The Hinsdale Township High School District 86, in collaboration the Board of Education, is proud to announce the administration of a survey to freshmen that will provide insight into their academic resilience skills. In its simplest definition, resiliency is the ability to recover quickly from setbacks. Resilience is one of the outcomes of students who are successful in mastering the mandated Illinois Social and Emotional Learning (SEL) standards, which are required in District 86 by Board of Education Policy 6:65. SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; set and achieve goals; make responsible decisions; and handle challenging situations constructively. There is extensive research validating the positive impact that SEL skills have on students' academic resilience and personal well-being.

We would like to include your freshman student in this research-validated resiliency assessment, developed with over twenty years of research from the University of Wisconsin. The 30-minute, online survey, called **Success Highways** from ScholarCentric™, consists of 108 questions that ask students to reflect on how much they value education, how confident they feel about academics, how connected they are to the school, how they manage stress, and how intrinsically motivated they are, as well as assessing their general health and wellbeing.

Success Highways will be administered at Hinsdale South on February 5, 2016, in all Physical Education classes. At Hinsdale Central, freshmen will take the survey in the Social Science classes in conjunction with their Measures of Academic Progress (MAP) testing, which will take place January 25 through February 5, 2016. Band students on P.E. waivers will also be included in the survey. Participation in the survey is voluntary. Please be aware that under the Protection of Pupil Rights Act, 20 U.S.C. Section 1232(c) (1) (A), you have the right to review a copy of the questions asked of your student(s). Survey questions can be viewed in the Main Office of your student's school.

By administering the **Success Highways** resiliency survey during the freshman year, District 86 will be able to measure how successful students have been, thus far, in acquiring the SEL knowledge, attitudes, and skills that will translate into their future academic success and personal wellbeing. By analyzing the results, administrators will be able to better understand each school's culture and to gauge the effectiveness of our district-wide and school-based SEL interventions and programs. The data will provide guidance on how to improve the academic and social environment for all students.

If you have any questions or concerns related to the **Success Highways** survey, feel free to contact Ms. Arwen Pokorny Lyp, Hinsdale South Assistant Principal, at 630-468-4214, or Mr. John Bruesch, Hinsdale Central Assistant Principal, at 630-570-8216.

In conclusion, District 86 is committed to helping students develop the determination, perseverance, and courage to successfully transcend their academic and personal challenges. We look forward to your student's participation in this important survey!

Sincerely,

Mrs. Pamela Bylsma, Assistant Superintendent for Academics
pbylsma@hinsdale86.org

CONTINUE READING
FOR ADDITIONAL
USEFUL INFORMATION!

For further information, please use the links below to visit these District 86 webpages:

[Board of Education Policy 6:65](#)

[Social Emotional Learning \(SEL\)](#)

[Illinois SEL Standards and Grade-Level Performance Descriptors](#)


Confident • Engaged • Successful
Resiliency Skills

Research has established that the six interrelated **resiliency skills** described here are associated with positive student development and academic success.⁽¹⁾ Providing students with opportunities and experiences to develop these skills will help them successfully navigate through their academic and life challenges.



Valuing Education refers to the degree to which students perceive education and college as being valuable to their future success.⁽²⁾ When students learn to focus their academic efforts in support of their self-determined goals, students find relevance in the educational process and develop the intrinsic motivation necessary to succeed.



Confidence refers to a student's academic self-efficacy, or the degree to which a student feels capable of successfully performing a variety of school-related tasks. Research shows that individuals who possess higher academic self-efficacy beliefs are more likely to persist when challenged with difficult academic materials and perform better during tests.⁽³⁾



Connectedness refers to perceived availability of social support. A tremendous amount of research links the quality of social support systems to development and health. For example, research has indicated that perceived availability of social support consistently provides health benefits during times of stress.⁽⁴⁾



Stress refers to one's ability to conserve emotional, psychological, and behavioral resources. Research has consistently found a very strong correlation between academic self-efficacy, confidence, and academic stress. This means that individuals with stronger academic confidence have the personal resources they need to manage the pressures associated with performing academic-related tasks.⁽⁵⁾



Health and Well-Being refers to the level of psychological and emotional distress experienced by a student. Living in situations characterized by high cumulative risk can result in chronic stress and health concerns.



Intrinsic Motivation refers to the degree to which a student is self-determined. This is derived from Deci and Ryan's self-determination theory which stresses that intrinsic motivation occurs when students choose to perform a behavior because it is perceived as meaningful or enjoyable.⁽⁶⁾

(1) Close, W., & Solberg, V. S. H. (2008). Predicting achievement, distress, and retention among lower income Latino youth. *Journal of Vocational Behavior*, 72(1), 31-42.

(2) Baltes, P.B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, 52, 366-380.

(3) Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman & Co.

(4) Cohen, S., & Wills, T.A., (1985). Social support and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.

(5) Torres, J.B., & Solberg, V.S.H. (2001). Role of self-efficacy, stress, social integration, and family support in Latino college student persistence and health. *Journal of Vocational Behavior*, 59, 53-63.

(6) Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human development*. New York: Plenum.

For more information about the *Success Highways Resiliency Survey* and *ScholarCentric™*
please visit:

<http://www.scholarcentric.com/>