GEAR UP Alabama
Data Reviews
Region 1

ScholarCentric®
Confident • Engaged • Successful

June 3rd, 2015
Agenda

• Introductions and Objectives
• Review of Resiliency Skills
• Success and Risk Profiles
• District Results
• Individual School Data Analysis
• Practical Applications and Goals
• Reflections and Closing
Introductions

- Leah Rodgers, VP of Professional Services
  - Former Teacher: 2nd, 4th, 7th, and 8th grade
  - Vice Principal, Principal (Chicago)
  - Senior Director of Academics, K12 Inc.

- Ron Gibbs, Regional Director of Professional Development
  - Former Teacher: 8th grade, Lead Teacher, and Writing Department Chair
Objectives

• Understand the ScholarCentric research-proven resiliency skills

• Learn to read and interpret your students’ resiliency results

• Construct your own understanding about what the resiliency data reveals in relationship to your unique student population
Resiliency Skills, Risk & Success Profiles
Resiliency Research Study #1

**Question:** What makes students persevere despite adversity?

**Findings:** Resiliency makes the difference!

- In matched student groups, *resiliency* determines why one group succeeds and the other does not.
- Six interrelated resiliency skills can be *measured, taught, learned and strengthened.*
What skills and characteristics do you observe in students who are successful in school?
The Resiliency Skills

1. Importance of Education
2. Confidence
3. Connections
4. Stress
5. Well-being
6. Intrinsic Motivation
Resiliency Research Study #2

**Question:** Can we use resiliency data to predict academic outcomes in later years?

**Longitudinal Study:** Researchers tracked grades, attendance and behavior of nearly 5,000 students who completed the Resiliency Survey the summer before entering high school.

**Findings after 3 Years:**

- **Top 25%** had self-reported significantly higher levels of resiliency.
- **Bottom 25%** had self-reported significantly less resiliency.
- 5 survey sub-categories were identified as strong indicators for future academic failure, disengagement and/or for dropping-out entirely.
Risk and Success Profile Scores

Focus of Studies

Risk Profile Score
Mean resiliency scores of bottom 25%

Success Profile Score
Mean resiliency scores of top 25%

Academic Performance Level

Focus of Studies
GUA District Results
Assessing Resiliency

✓ 1,082 Total Students Assessed in Region 1
   – Online survey
   – 108 items
   – 5th Grade Reading Level
# GUA Region 1 Results

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<td>Pike County High School</td>
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Individual School Data Analysis

Let’s Take a Look at Your Results!
Getting Started

Do you have the following handouts:

✓ Level 2: School Report*
✓ Resiliency Skill Definitions
✓ Resiliency Worksheet (double-sided)

*Two per school.
Aggregate Resiliency Reports

- Means Comparison Analysis
- Strength and Weakness Analysis
- Academic Risk Index Analysis
This chart provides an overview of where your students, as a group, score on the Pre–Clear Path Survey as compared to the Success Profile means. *Contains only sample data, not your data.
Means Comparison Analysis

Compare the mean scores of the site to the Success Profile Means –
1. Identify which areas are closest to the Success Profile:
2. How do you compare to the district means scores?  Record any additional observations or comments:
Sub-categories

There are 18 total subcategories across the 6 Resiliency Skills.

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<thead>
<tr>
<th>Resiliency Skill</th>
<th># Subcategories</th>
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<td>Importance of School and College</td>
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<td>Confidence</td>
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<td>Social, Classroom and Test-Taking</td>
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<td>*Connections</td>
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<td>Family Support, Teacher and Peer</td>
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<td>Well-Being</td>
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<td>Agitation, Feeling Blue, Eating, Sleeping and physical problems</td>
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<td>Stress</td>
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<td>Academic, Social and Financial Stress</td>
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<td>Motivation</td>
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<td>School is Enjoyable and Meaningful</td>
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*Because the subcategories for Connections provide data on three distinctly different groups, a breakdown is provided in your report below the Means Comparison graph and chart.
Reading the Risk and Success Profile Chart

This chart represents the percentage of your students who answered survey items like students in the longitudinal study whose scores fell within the Risk, Intermediary and Success Profiles.

*Contains only sample data, not your data.*
Look closely at the Academic and Risk Profiles graph to see the percent of students whose survey results place them in the Risk, Intermediary or Success Profile:

3. Identify which resiliency skills are areas of strength (top two highest green scores):
4. Identify which resiliency skills are areas in need of improvement (top two highest red scores):
Using Your Academic Risk and Success Profile Data

• This graph accounts for outliers within the group who may be pulling the means up or down
• Highlights percent of students with intermediate scores who with preventative measures should move to a Success Profile
• Identifies a concentration in profiles for Resiliency Skills
• The information can be used to further target areas most in need of improvement
• How else could you use this data?
Reading the Academic Risk Index (ARI) Chart

Survey questions were examined and responses within five sub-scale measures were found to be most predictive of future academic performance. The actual number of students with an ARI is provided.

ARI is less than 60%

ARI is 60% or Greater

Sample: 65 out of 225 students have an ARI

5 Sub-categories:
• Importance of College
• Classroom Confidence
• Academic Stress
• Physical Symptoms
• Find School Meaningful

*Contains only sample data, not your data.*
The chart shows the percent of students whose responses to survey items in 5 sub-categories puts them most at risk:

5. Using your Academic Risk Index chart, what percent of students are most at risk?

6. Does the percent of students represented surprise you? Why or why not?

7. What about the student population, environment, and/or school culture may contribute to these results?

18 out of 49 students have an ARI score
Using Your Academic Risk Index Data

- Identifies percent of students in your total student population who are most at risk
- Helps to determine amount and types of resources needed to support most at risk students
- Students who are in this category may benefit from Tier 3 interventions, choose options from MTSS framework
- How else could you use this data?
Individual Resiliency Analysis Reports

• Individual Analysis by Class
• High Risk Analysis
Reading the Individual Analysis by Class Chart

This analysis illustrates whether each student scored within the Risk, Intermediary or Success Profiles for each resiliency skill and students are separated by class/group.

Academic Risk Index Key
- 80% Risk or Greater
- 70-79% At-Risk
- 60-69% At-Risk

Indicates this student is most at risk

Success Profile: Student scored like those who went on to be in the top 25% of their high school class

Risk Profile: Student scored like those who went on to be in the bottom 25% of their high school class

Intermediary Profile: Student fell somewhere in between
Understanding Scores

Why do some students have all Risk Profile Scores and not have an Academic Risk Indicator?

This student is an Honor Roll Student! What gives?

Why do some students have Success Profile Scores and also have an Academic Risk Indicator?
This is a sample of your site’s Individual Analysis by Class across the 6 resiliency skills with Academic Risk Indicators:

• For this group of 6 students, what resiliency skills need the most attention? Explain your reasoning.
• For which resiliency skill did the majority of students achieve a success profile score?
• Which student is most at risk in this set of students?
Using Your Individual Analysis Results

• Provides resiliency strengths and weaknesses for individual students
• Provides resiliency strengths and weaknesses for a class
• Data can be used to target interventions for individuals and small groups
Data-Driven Decision Making

Tiered Interventions

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<th>Connections</th>
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Multi-Tiered Systems of Support for SEL and Behavioral Needs

**ALL STUDENTS**
(Examples: School-wide Expectations, Second Step, Talking Circles)

**POSITIVE LEARNING CLIMATE**
School climates with positive relationships, clear expectations, and collective responsibility establish appropriate behaviors as the norm. Respectful, learning-focused, participatory classroom environments with well-managed procedures and behaviors maximize learning time.

**SOCIAL AND EMOTIONAL LEARNING**
Explicit curricula, along with integrated instructional practices that promote social and emotional development, teach students how to form positive relationships, make responsible decisions, and set goals. These are critical skills for college and career success.

**TARGETED SUPPORTS**
For at-risk students, classroom-based responses can help de-escalate behavior problems, clinical group interventions address anger, trauma, and violence; and restorative practices provide students with strategies to resolve conflicts.

**INDIVIDUALIZED INTERVENTIONS**
For students with the highest levels of need, highly-targeted and individualized behavior strategies provide more intensive intervention and monitoring.
High Risk Analysis

This chart includes only those students who have an academic Risk index score of 60% or higher.

Using the High Risk Analysis –
• Identify students needing targeted interventions
• Identify students for tiered interventions
• Identify students before they experience academic failure

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<th>Student ID</th>
<th>Class #</th>
<th>Academic Risk Index</th>
<th>Education</th>
<th>Confidence</th>
<th>Connections</th>
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## Excel Sortable File

### Sort columns by Resiliency Profiles

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Activity: By Individual Schools
Activity

Directions:

• Work with your school team to complete the back page of the resiliency Data Dig worksheet

• Begin discussing how your school wants to respond to this data
Reflections and Closing
Reflections

Questions:

1. How might you involve other people in your school with this resiliency data?

2. What are two things you plan to use student resiliency data for the next school year in an effort to respond to your school/students’ resiliency data?

3. What additional support would you like to request from ScholarCentric?
We always strive to get better! Please provide us with your feedback at:
http://www.surveymonkey.com/s/scholarcentricfeedback

For help, with survey administration and running reports visit: http://www.ScholarCentric.com/ClearPathHelp

For more information about ScholarCentric products and services call: (800) 995-8779 or visit our website:
http://www.surveymonkey.com/s/scholarcentricfeedback
THANK YOU!

Contact me:

Leah Rodgers
VP Professional Services

Ph.#: (800)995-8779 ext. 25
Email: l.rodgers@scholarcentric.com