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: Middle School Teacher, Lead Teacher, and Writing Department Chair

• Una Sephetsoolo, Professional Development Coordinator
  – Former Elementary, Middle and High School Teacher
Agenda

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

- Importance of Education
- Confidence
- Connections
- Stress
- Well-being
- Intrinsic Motivation
There are 18 total subcategories across the 6 Resiliency Skills.

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<th>Resiliency Skill</th>
<th># Subcategories</th>
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<td>Importance of Education</td>
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<td>*Connections</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.*
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

5,000 students in ScholarCentric Longitudinal Study

Risk Profile Score: Mean resiliency scores of bottom 25%

Success Profile Score: Mean resiliency scores of top 25%

Resiliency Test Data Correlation

Attendance + Behavior + Course Work

Your Surveyed Students

In ScholarCentric Longitudinal Study

5,000 students

5000 students in ScholarCentric Longitudinal Study

Resiliency Test Data Correlation

Risk Profile Score: Mean resiliency scores of bottom 25%

Success Profile Score: Mean resiliency scores of top 25%

Your Surveyed Students

ScholarCentric

Confident • Engaged • Successful
GUA District Results
Assessing Resiliency

✓ **1,198** Total Students Assessed in Region 4
  
  – Online survey
  
  – 108 items
  
  – 5th Grade Reading Level
  
  – Assessment questions can be reviewed online: 
### GUA Region 4 Results

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<th>School Name</th>
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<td>York West End Jr. High School</td>
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Individual School Data Analysis

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

You will need 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.

* Indicates sub-measure means listed
** Indicates reverse condition

School/Site Mean Score

District/Group Mean Score

Success Profile Mean Score

Resiliency Skills

Response Scale

Key

Education
Confidence
Connections*
Stress**
Well-Being
Motivation

1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00

School Means  District Means  Success Profile Means

ScholarCentric
Confident · Engaged · Successful
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 for your region?**
Means Comparison Chart

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<th>Stress</th>
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* Because the Connections measure is unique in that it is comprised of distinctly different sub-categories, the sub-measure means for students at Bellingrath Middle School are listed here: Teacher Connections = 3.66, Family Connections = 4.10, and Peer Connections = 4.04.

** Unlike the other skills, Stress is unique in that it is a negative condition. Therefore, please note that a Stress mean lower than the Success Profile Mean is desirable.

*** National Means are derived from a geographically diverse sample (n=5000+) of students who participated in Success Highways.
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.

- **Resiliency Skills**
  - Percent of students who answered survey items like students in the bottom 25%
  - Percent of students who answered survey items like students somewhere between
  - Percentage of students who answered survey items like students in the top 25%

Profile Key

- Risk Profile
- Intermediary Profile
- Success Profile

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Risk and Success Profile Analysis

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 to identify school-wide areas of strength and weakness.
- The information can be used to further target areas most in need of improvement for a SAIP or a student’s ILP.
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.

Sample: 65 out of 225 students have an ARI

*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
Individual Resiliency Analysis Reports

- Individual Analysis by Class
- High Risk Analysis
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.

Class 2

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

Academic Profile Scores:
- Score falls within the Risk Profile
- Score falls within the Intermediary Profile
- Score falls within the Success Profile

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.

Indicates this student is most at risk.
Understanding Scores

Why do some students have Success Profile Scores and also have an Academic Risk Indicator?

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?
Using Your Individual Analysis Results

• Provides resiliency strengths and weaknesses for individual students and for groups/class
• Data can be used to identify targeted interventions to apply to individuals and/or small groups
• Data can further identify students who have good behavior, grades, and attendance and may have slipped through the cracks
When you Integrate Resiliency with A-B-Cs

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Attendance low: lack of support, high stress, and poor sense of well-being

Different root causes indicate different intervention is needed.

Attendance low: student doesn’t value school and isn’t motivated

June 10, 2015
# The Value of Data Integration

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## Data-Driven Decision Making

### Tiered Interventions

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RtI/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.

**SOME**  
(Ex: Peer Council, Check In/Check Out)

**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.

**FEW**  
(Ex. Wraparound, Individualized Counseling)

**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
Excel Sortable File

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Activity:
By Individual Schools
Activity

Directions:

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

• Time permitting, begin discussing how your school intends to respond to this data
Reflections and Closing
Reflections

Questions:

1. Within your school, who else might you include reviewing and discussing this resiliency data?
2. What are two things you are planning to do to use this resiliency data to better address the social and emotional needs of your students?
3. What additional support would you like to request from ScholarCentric or the district?
Closing Remarks

✔ 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 or contact Nadine Lawson at n.lawson@scholarcentric.com

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