Resiliency Pre-Assessment Data Review

GEAR UP AL

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AGENDA

- Introductions and Objectives
- ScholarCentric Research and Resiliency Skills Quick Overview / Refresher
- Clear Path™ Survey Results
  - Current Trends / Resiliency Climate
  - Targeting Sub-Skills
- Individual Data at a Glance
- Next Steps and Closing
INTRODUCTIONS

1. Your Name and Site

2. Who else is attending from your site?
Review the ScholarCentric research-proven resiliency skills and comparison data

Review how to read and interpret your site's resiliency results

Construct your own understanding about what the resiliency data reveals about your unique student population and your site's resiliency climate

Use resiliency data to inform future planning to address the social and emotional needs of students
RESEARCH AND RESILIENCY SKILLS QUICK REVIEW
RESILIENCY SKILLS

- Valuing Education
- Academic Confidence
- Connectedness
- Stress
- Health and Well-being
- Intrinsic Motivation
PREDICTIVE ANALYTICS

• A green box indicates that the student achieved the Success Profile score. This means that the student answered the questions on this section like students from the longitudinal study did who later went on to be in the top 25% of their high school class.

• A red box indicates that the student achieved the Risk Profile score. This means that the student answered the questions on this section like students from the longitudinal study did who later went on to be in the bottom 25% of their high school class.

• A yellow box indicates that the student’s score fell between the Success and Risk Profile scores.

![Pie chart with 22% green, 78% gray segments]

**Academic Risk Index Key**
- 80% Risk or Greater
- 70-79% At-Risk
- 60-69% At-Risk
YOUR SITE DATA SETS

PDF Reports

Excel Report

Excel Sub-Skill Report
CURRENT SITE RESILIENCY TRENDS
ASSESSMENT NUMBERS – PDF pg. 4

1. Overview of Academic Resiliency - Measures

This report was compiled by selecting data from the Clear Path assessment: Level 2, Form B and displaying results with comparison to the district (as applicable) and to a control sample.

- **35** number of students from your school or district who completed the Clear Path Assessment: Level 2, Form A
- **45** number of students from your school or district who completed the Clear Path Assessment: Level 2, Form B
- **33** number of students from your school or district who have both Form A and Form B data

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

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 consequences.

Intrinsic Motivation refers to the degree to which a student is self-determined. This is derived from Block and Reckers’ Self-Determination Theory, which states that intrinsic motivation occurs when students choose to perform a behavior because it is perceived as meaningful or enjoyable.
LOCATE TREND DATA

School Report
Level 2, Form B
A diagnostic review of your student’s social-emotional readiness to succeed academically

UAB Bear Up Alabama
8/1/2014 - 7/8/2018

III. Status of Academic Resiliency - Means Comparison Analysis

The graph below provides an overview of where your students as a group score on the Clear Path Assessment as compared to the Success Profile means. By providing the means of successful students, your school can easily see whether your students are experiencing more than typical risk in a resiliency area. This data can be used by your school to determine how much overall improvement is needed and which resiliency areas generally need the most attention.

<table>
<thead>
<tr>
<th>Variable</th>
<th>School Means</th>
<th>District Means</th>
<th>Success Profile Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellbeing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Data:

- Example: Academic Risk Index score of 75%
- 75% of students scored at or above the 50th percentile.
- Students with a similar subscale score may be at higher risk for school failure.
- Students scoring below the 50th percentile may be at higher risk for school failure.

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III. Status of Academic Resiliency - Aggregate Analysis

This analysis illustrates your school’s means as compared to national and district (if available) means. It also illustrates where your students are as a group ranked as compared to the Success Profile means.

Mean Comparison Analysis

- This analysis illustrates your school’s means as compared to national and district (if available) means. It also illustrates where your students are as a group ranked as compared to the Success Profile means.

Strength and weakness analysis

- This analysis illustrates the percentages of students who completed the Clear Path Assessment and if within the Risk, Intermediate, and Success Profile. This display may assist in the identification of the students who may be struggling or falling behind.

Aggregate academic risk index analysis

- This analysis shows the percentage of students who completed the Clear Path Assessment and had an Academic Risk Index score of 60% or higher.
- The data at the right illustrates the Academic Risk Index Analysis for the National Sample. This display can be used to facilitate a comparison between your data and the national means.

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Clear Path
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READ: THE MEANS COMPARISON

This chart provides an overview of where your students, as a group, scored on the Post-survey as compared to the Success Profile means and district, if applicable.

**Indicates reverse condition**
RESILIENCY SKILLS – STRENGTHS

**Identify** your site’s areas of relative strength

**Think** about what GUA activities or site strategies, programs, or routines may be leading to higher scores
TIERED INTERVENTIONS

Tier 1

Tier 2

Tier 3
READ: THE RISK AND SUCCESS PROFILES

Percent of students who answered survey items like students in the bottom 25%

Resiliency Skills

Profile Key

Percent of students somewhere between

Percentage of students who answered survey items like students in the top 25%

<table>
<thead>
<tr>
<th>Category</th>
<th>Risk Profile</th>
<th>Intermediary Profile</th>
<th>Success Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>30%</td>
<td>11%</td>
<td>59%</td>
</tr>
<tr>
<td>Connections</td>
<td>44%</td>
<td>12%</td>
<td>43%</td>
</tr>
<tr>
<td>Stress</td>
<td>50%</td>
<td>15%</td>
<td>34%</td>
</tr>
<tr>
<td>Well-Being</td>
<td>49%</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Motivation</td>
<td>47%</td>
<td>11%</td>
<td>41%</td>
</tr>
</tbody>
</table>
RESILIENCY SKILLS NEEDING FOCUS

**Review** your site’s Risk and Success Profiles data set.

**Identify** the top two or three Resiliency Skill areas needing the most focus with the students at your site.
USING YOUR AGGREGATE DATA SETS

- Recognize whether one resiliency area stands out more than the others as either a strength or weakness
- Identify how much overall improvement is needed across the Resiliency Skills
- Compare your school/site to all schools/sites in your district/group (if applicable)
- Help inform allocation of resources for the future
## RESILIENCY SUB-SKILLS

There are 18 total sub-categories across the 6 Resiliency Skills.

<table>
<thead>
<tr>
<th>Resiliency Skill</th>
<th># Sub-Skills</th>
<th>Sub-Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value of Education</td>
<td>2</td>
<td>Importance of School / Importance of College</td>
</tr>
<tr>
<td>Confidence</td>
<td>3</td>
<td>Social / Classroom / Test-Taking</td>
</tr>
<tr>
<td>Connections</td>
<td>3</td>
<td>Family Support / Teacher / Peer</td>
</tr>
<tr>
<td>Well-Being</td>
<td>5</td>
<td>Agitation / Feeling Blue / Eating / Sleeping / Physical Problems</td>
</tr>
<tr>
<td>Stress</td>
<td>3</td>
<td>Academic / Social / Financial Stress</td>
</tr>
<tr>
<td>Motivation</td>
<td>2</td>
<td>School is Enjoyable / School is Meaningful</td>
</tr>
</tbody>
</table>
CONNECTIONS BREAKDOWN

Which Sub-Skill areas show the strongest and lowest levels of connection and support? What factors may be contributing to those findings?

<table>
<thead>
<tr>
<th>Sub-Skills</th>
<th>GEAR UP</th>
<th>Success Profile Scores</th>
<th>Difference:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Connections</td>
<td>3.66</td>
<td>3.89</td>
<td>-0.23</td>
</tr>
<tr>
<td>Family Connections</td>
<td>4.05</td>
<td>4.35</td>
<td>-0.30</td>
</tr>
<tr>
<td>Peer Connections</td>
<td>3.99</td>
<td>4.46</td>
<td>-0.47</td>
</tr>
<tr>
<td>Overall</td>
<td>3.91</td>
<td>4.25</td>
<td>-0.34</td>
</tr>
</tbody>
</table>
LOCATE SUB-SKILL EXCEL REPORT

Form_B_MSHS-Site_Data_Report- Site Name

Form_B_MSHS-Site_Data_Report- Site Name

Form_B_MSHS-Site_Sub_Skill_Report- Site
Within the “Connections” Resiliency Skill, student mean scores are furthest from the Success Profile in the “Peer Connections” sub-skill.

Interventions can be targeted towards strengthening this area.

Resiliency Skills:
- What trends do you notice within your site’s areas needing the most improvement?
- What targeted Sub-Skill stands out as needing the most development?
YOUR TARGETED AREAS

**Review** the Overarching Resiliency Skill areas needing the most site-wide focus at your school.

**Identify** the Sub-Skill (or Sub-Skills) furthest from the Success Profile within each of the overarching skill areas of need at your site.
BRINGING DATA BACK TO TEAM

- Plan on bringing your data back to your team-administration.
- Have your Resiliency Data Reports available, and be prepared to provide a quick overview of the site Resiliency needs.

- What types of activities or strategies are in place at your school—or will take place in 17-18—that may impact students’ Resiliency Skill levels?
- How can the ScholarCentric Resiliency Data be leveraged to guide and drive interventions and GUA activities?
- How will these GUA activities and interventions be documented during the year?
NEXT STEPS – ON YOUR RADAR

- Bring data sets back to your site team if they did not attend

- Discuss/Think-about GUA activities, programs, interventions impacting Social Emotional Learning / Resiliency

- Monthly Webinar Sessions will be scheduled starting in February
  - Focus on actionable data / Questions / Resources
REFLECTION AND CLOSING

Q&A

Take-aways?
THANK YOU!

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GUA

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