

EXECUTIVE SUMMARY

Cooperative Agreement	AdvancePath Academics, Inc.
Agencies included	Scholar Centric
Status	Approve contract between AdvancePath Academics, Inc. and SBBC
Funds Requested	\$231,504.00
Financial Impact Statement	The source of these funds is Title I, Part A, School Improvement Initiative 1003a Grant.
Managing Department/School	Department of Equity & Academic Attainment, David Watkins, Director, 754-321-1600
Source of Additional Information	The office of Title I Migrant Education and Special Programs, Luwando Wright-Hines, Director, 754-321-1400
Project Description	<p>Scholar Centric will provide schools with early warning data enabling K-12 educators and administrators to predict at-risk students trending for failure and dropout. The Resiliency analytics that help them to understand the root cause of each student's academic barriers are:</p> <ol style="list-style-type: none"> 1) Importance of Education 2) Academic Confidence 3) Connections to others 4) Stress management skills 5) Health and Well Being 6) Intrinsic Motivation
Evaluation Plan	The Social Emotional Learning program will use student resiliency pre and post assessments, resiliency curriculum and professional learning to measure early warning indicators of dropout prevention, RTI/MTSS tier supports, transition support, resource allocation, rigor readiness, filter student stereotypes and assumptions.
Research Methodology	Florida State Statutes 1003.51 and School Board Policy 6000.2 supports alternative methods of education to address early warning signs of students at risk of becoming DJJ-involved and dropping out of high school.

Broward County Public Schools – ScholarCentric EOY Data Results – 2014-15 SY

Resiliency – The Missing Piece

Students who lack resiliency may become overwhelmed by experiences. They will dwell on problems and use unhealthy coping mechanisms to deal with such challenges. Without awareness of how their own emotions impact their daily function, they will not know that they often select behaviors that can negatively impact their own success, but also that of their school's climate and PBIS initiatives. Research shows that developing resiliency is the missing piece in education. And, as Common Core dictates increasing rigor, academics become more challenging even for the seemingly more resilient student. With resiliency training, students learn not just to meet challenges but also to become stronger in the face of challenges.

The ScholarCentric social and emotional learning measurement and development solution is based on resiliency research which identifies six critical, interrelated social and emotional skills that are highly correlated to academic success (see page 5 for more detail). Districts are using resiliency data to prioritize students for support, understand root causes of academic issues, and even to predict students three years in advance who will disengage before they show traditional signs (i.e. attendance, behavior and grades). ScholarCentric's predictive analytics provide districts with an At-Risk Indicator (ARI), an early warning indicator to help districts identify students most at-risk and to intervene sooner.

BCPS and Resiliency

Improving the academic success (and reducing the dropout rate) of African American male students is a top priority for BCPS. Research shows that social and emotional factors are very important influences on the academic success of African American males. BCPS chose ScholarCentric's *Success Highways* student resiliency program to improve middle school student engagement, achievement and graduation rates. Beginning in SY2013-14, a multi-year implementation plan was set into place to support the district's initiative. For the last two years, BCPS implemented all three components of ScholarCentric's solution components:

- Resiliency assessment (Form A (pre-) and Form B (post-))
- Resiliency curriculum (6th grade only in 2013-14; 7th grade only in 2014-15)
- Professional services to train educators in grades 6 and 7

For the 2014-15 SY, nine schools plus two new schools participated in the ScholarCentric *Success Highways* program: Crystal Lake MS, Deerfield Beach MS, Dillard MS, Lauderdale Lakes MS, McNicol MS, New Renaissance MS, Parkway MS, Perry MS, Pompano MS, Silver Lakes MS, and William Dandy MS. In February 2015, 2,386 students completed Form A, and four months later, in May, 3,045 students completed Form B.

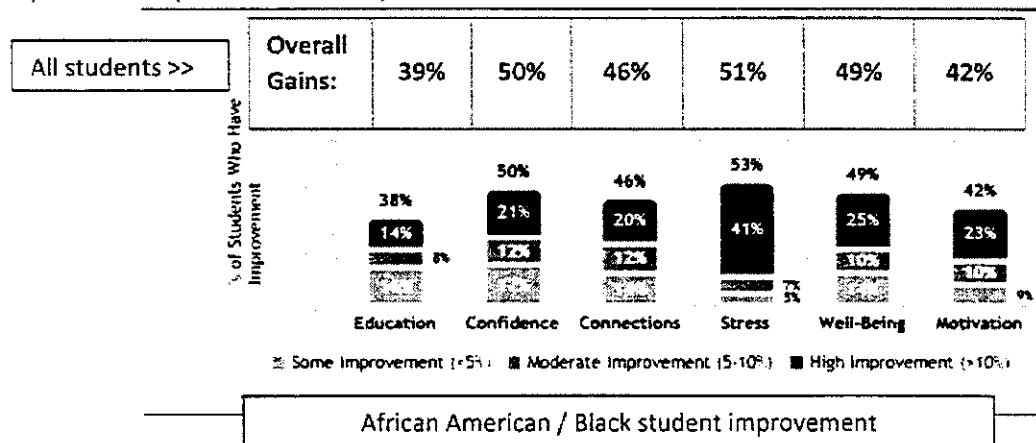
A total of 1,691 students completed Forms A and B. Their data are reported here.

BCPS District Results

Even though the six resiliency skills are interrelated and there is improvement across all six, in aggregate, most improvement was seen in two specific skills. The chart below shows analyses of student improvement by race/ethnicity. A total of 1,110 African American /Black students who completed Forms A and B made the most gains in Stress (53%) and Academic Confidence (50%) with the highest improvement seen in Stress (41%). These scores are shown in comparison to the Overall Gains made by all 1,691 students.

See chart next page.

Improvement by African American/Black Students vs. all students:

At-Risk Indicator (ARI) Analysis

The At-Risk Index can identify students 60-69%, 70-79% and 80%+ at risk three years before failure/dropout is typically seen. **Note:** It is difficult to isolate *Success Highways'* impact on a specific group of students since BCPS implements other interventions with these same students; however, ScholarCentric's ARI metric enables districts to rely on ScholarCentric's early warning indicator and student resiliency data to provide timely, appropriate and cost-effective interventions, with ScholarCentric's curriculum being one of the structured interventions BCPS applied.

In Year One (2013-14), 134 students (8%) in 9 schools no longer scored in the "Most at Risk" category after only 4 months of *Success Highways*. In Year Two (2014-15), 182 students (11%) in 10 schools no longer scored Most at Risk (Form B data unavailable for McNicol MS). This represents about 11% of students in the *Success Highways* program--with the most dramatic improvement indicated by 13 students whose ARI was originally 80%+ and now no longer identify as most at risk. Of the 182, 29 students and 140 students indicating a 70-79% and 60-69% ARI score respectively. Students no longer with an ARI score are more likely to stay in school and to choose not to drop out. For any district, this is an effective way to reduce their dropout rate and retain vital student revenue.

Results by SchoolCrystal Lake MS

A total of 78 students completed both Forms A and B, 20% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students are indicated in Stress, Health and Well-being, and Intrinsic Motivation with 47 African American/Black students indicating 64% improvement in the area of Stress. Whereas the weakest gains made for all students was in Academic Confidence, this was the second highest improvement area for African American/Black students.

Of the 20 students identified with an ARI score and completed both Forms A and B, nine students no longer have an ARI score, one student improved his/her ARI score from 80% to 60%. Five students' ARI scores did not change, however, five new students identified with an ARI score of 60-69%. **Net gain of four students no longer most at-risk.**

Deerfield Beach MS

A total of 242 students completed both Forms A and B, 20% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students are indicated in Academic Confidence and Stress with 101 African American/Black students indicating higher gains in both skills than the whole group. Both groups indicate weakest gains in Valuing Education.

Of the 51 students identified with an ARI score and completed both Forms A and B, 21 students no longer have an ARI score, one student improved his/her ARI score from 80% to 60%, four students improved their ARI score from 70% to 60%. Five students' ARI scores did not change, however, 19 new students identified with an ARI score of 60-69% and one student's score worsened from 70% to 80%. **Net gain of 2 students no longer most at-risk.**

Dillard MS

A total of 36 students completed both Forms A and B, 27% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students are indicated in Health and Well-being and Stress with 30 African American/Black students showing very high improvement in the area of Stress. Whereas the weakest gains made for all students and African American/Black students was in Valuing Education.

Of the 9 students identified with an ARI score and completed both Forms A and B, five students no longer have an ARI score. Two students' ARI scores did not change, however, two new students identified with an ARI score of 60-69%. **Net gain of three students no longer most at-risk.**

Lauderdale Lakes MS

A total of 106 students completed both Forms A and B, 23% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students are indicated in Stress and Health and Well-being with 80 African American/Black students showing very high improvement (45%) in the area of Stress, but also indicating more improvement in Academic Confidence than the all-students metric in this skill area. Valuing Education and Intrinsic motivation are the two areas where weaker gains were made by both groups.

Of the 27 students identified with an ARI score and completed both Forms A and B, seven students no longer have an ARI score. Three students reduced their score from either 80% or 70% to 60%. Four students' ARI scores did not change, however, 12 new students identified with an ARI score of 60-69%, and one student's score worsened from 60% to 80%. **Net loss of five students most at-risk.**

McNicol MS

Summative reporting is not available for this school as it was unable to administer the Form B (post-) assessment.

New Renaissance MS

A total of 178 students completed both Forms A and B, and 12% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students are indicated in Stress and Health and Well-being with 112 African American/Black students showing very high improvement (45%) in the area of Stress, but also indicating more improvement in Academic Confidence than the all-students measure in this area. Valuing Education and Intrinsic motivation are the two area where weaker gains were made by both groups.

Of the 47 students identified with an ARI score and completed both Forms A and B, 26 students no longer have an ARI score. Four students reduced their score from either 80% or 70% to 60%. One student's ARI scores did not change, however, 13 new students identified with an ARI score of 60-69%, and three students' scores worsened from 60% to 70%. **Net gain of 13 students no longer most at-risk.**

Parkway MS

A total of 281 students completed both Forms A and B, and 17% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students are indicated in Stress with 231 African American/Black students showing equal improvement (53%) in the area of Stress. Valuing Education is the area in which weaker gains were made by both groups.

Of the 74 students identified with an ARI score and completed both Forms A and B, 33 students no longer have an ARI score. Three students reduced their score from either 80% or 70% to 60%. 13 students' ARI scores did not

change, however, 23 new students identified with an ARI score of 60-69%, and two students' scores worsened from 60% to 70%. **Net gain of 10 students no longer most at-risk.**

Perry, Henry MS

A total of 82 students completed both Forms A and B, and 33% of students (29) that completed Form B indicated an ARI score of 60-69% or higher. Of all schools, Perry MS indicated the highest gains among all students in Academic Confidence with 53 African American/Black students showing slightly higher improvement (68%) in the area of Confidence. Health and Well-being is the area in which weaker gains were made by both groups.

Of the 31 students identified with an ARI score and completed both Forms A and B, six students no longer have an ARI score. Two students reduced their score from either 80% or 70% to 60%. Four students' ARI scores did not change, however, 16 new students identified with an ARI score of 60-69%, and three students' scores worsened from 60% to 80%. **Net loss of 10 students most at-risk.**

Pompano Beach MS

A total of 209 students completed both Forms A and B, and 16% of students (76) that completed Form B indicated an ARI score of 60-69% or higher. Highest gains among all students indicated in areas of Stress with 106 African American/Black students showing more dramatic improvement (61%) in the area of Health and Well-being. Although Intrinsic Motivation showed weaker gains for both groups, the African American/Black student segment fared better.

Of the 60 students identified with an ARI score and completed both Forms A and B, 31 students no longer have an ARI score. Two students reduced their scores from either 80% or 70% to 60%. Nine students' ARI scores did not change; however, 15 new students identified with an ARI score of 60-69%, and three students' scores worsened from 60% to 70%. **Net gain of 16 students no longer most at-risk.**

Silver Lakes MS

A total of 213 students completed both Forms A and B, and 20% of students that completed Form B indicated an ARI score of 60-69% or higher. Gains were steady across all six skill areas for all students but 125 African American/Black students showed highest improvement in the areas of Confidence and Health and Well-being. Although Valuing Education was lower for both groups, the African American/Black student segment showed the weakest score in Motivation.

Of the 59 students identified with an ARI score and completed both Forms A and B, 17 students no longer have an ARI score. Two students reduced their score from either 80% or 70% to 60%. 13 students' ARI scores did not change, however, 20 new students identified with an ARI score of 60-69%, and seven students' scores worsened from 60% to 70%. **Net loss of 3 students most at-risk.**

William Dandy MS

A total of 251 students completed both Forms A and B, and 13% of students that completed Form B indicated an ARI score of 60-69% or higher. Highest gains indicated among all students indicated in areas of Stress and Academic Confidence with 211 African American/Black students showing slightly more elevated gains (57%) in the area of Stress. Weaker gains for both groups are seen in Valuing Education.

Of the 52 students identified with an ARI score and completed both Forms A and B, 26 students no longer have an ARI score. Three students reduced their score from either 80% or 70% to 60%. Seven students' ARI scores did not change, however, 15 new students identified with an ARI score of 60-69%, and one student's scores worsened from 60% to 70%. **Net gain of 11 students no longer most at-risk**

Overview of Academic Resiliency - Measures

Theory and research has established that the six interrelated resiliency skills incorporated into Success Highways are associated with positive student development and academic success.¹ Helping all youth develop these skills will help them successfully navigate through their current academic and life challenges.

The resiliency skills include:

- Importance of Education refers to the degree to which students perceive education and college as being valuable to their future success.²
- 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
- Connections 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
- 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 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, 365-380.

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.