

RESILIENCY SURVEY

Summary of Results

*** Independent Schools

Fall Semester, 2022

December 5, 2022



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SUMMARY OF FINDINGS

- Percentage of students placed in the “optimal” functioning category remains significantly higher than what was reported in the spring of 2018 (baseline).
 - Percentage of youth placed in the May Need Assistance category remains steady and 5% below baseline
 - Sixty-eight percent of students reported overall functioning in the satisfactory or optimal categories, which was a 5% increase from the Fall semester, 2021. The overall movement of students continues towards the positive end of the resiliency/adversity continuum

- Across all school levels, mean scores for all resiliency variables either remained the same or increased from the Fall, 2021

- Elevated depression scores slightly decreased (1%) among middle students and slightly increased (1%) among high school students (from the Fall of 2021)

- Among the supplemental screeners, the highest percentage of middle and high school students in the May Need Assistance category continued to be found on the ostracism indicator, although a 3% decrease was found among middle school students
 - Current traumatic stress continue to decrease among middle school students but have slightly increased among high school students (from the Fall, 2021)



Introduction

The following information provides a Fall, 2021 school-level resiliency "report card" of students enrolled in the *** Independent Schools. A total of 2,226 students completed a comprehensive survey that assessed social, behavioral, and psychological strengths that are known to contribute to positive school and learning experiences. In addition, the survey included measures that examined levels of distress and risk behaviors. This report provides an overview of the aggregate data for the school district* and compares the results against data collected in the Fall semesters of 2021, 2020, and 2019 and the Fall and Spring Semesters, 2018. This report also illustrates how students are adapting to the impact of the COVID pandemic on behavioral health. (Specific information on each school can be found in their respective school reports).

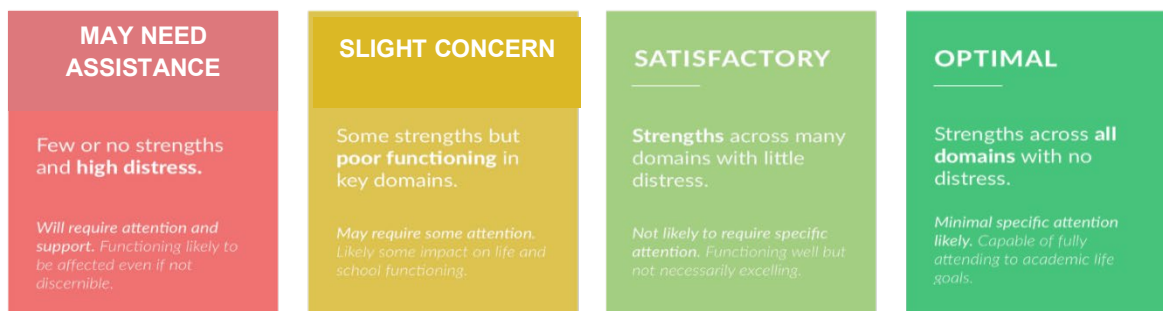
Resiliency along a Continuum

Students who possess key strengths and who lack significant distress display optimal academic, interpersonal, and psychological functioning-both now and later as adults.

Unfortunately, this is not the case for many students. Youth who do not possess strengths and/or who report high distress are more likely to experience poor academic, interpersonal, and social outcomes. These outcomes include (a) dropping out of school, (b) expressing high psychological distress, and (c) reporting high interpersonal distress, which may include experiencing peer victimization and ostracism. Without intervention, many of these students will continue to display poor functioning as adults.

Resilience to stressors extends along a continuum (see below). Each dimension in the continuum indicates how well the student perceives themselves, their experiences (including their schools and peers) and their larger world. In addition, there are important differences in overall resilience functioning for youth found in each dimension.

*Report includes only those students who had valid protocols and completed the entire assessment (98.4%).



Validity of the Resiliency/Risk Continuum

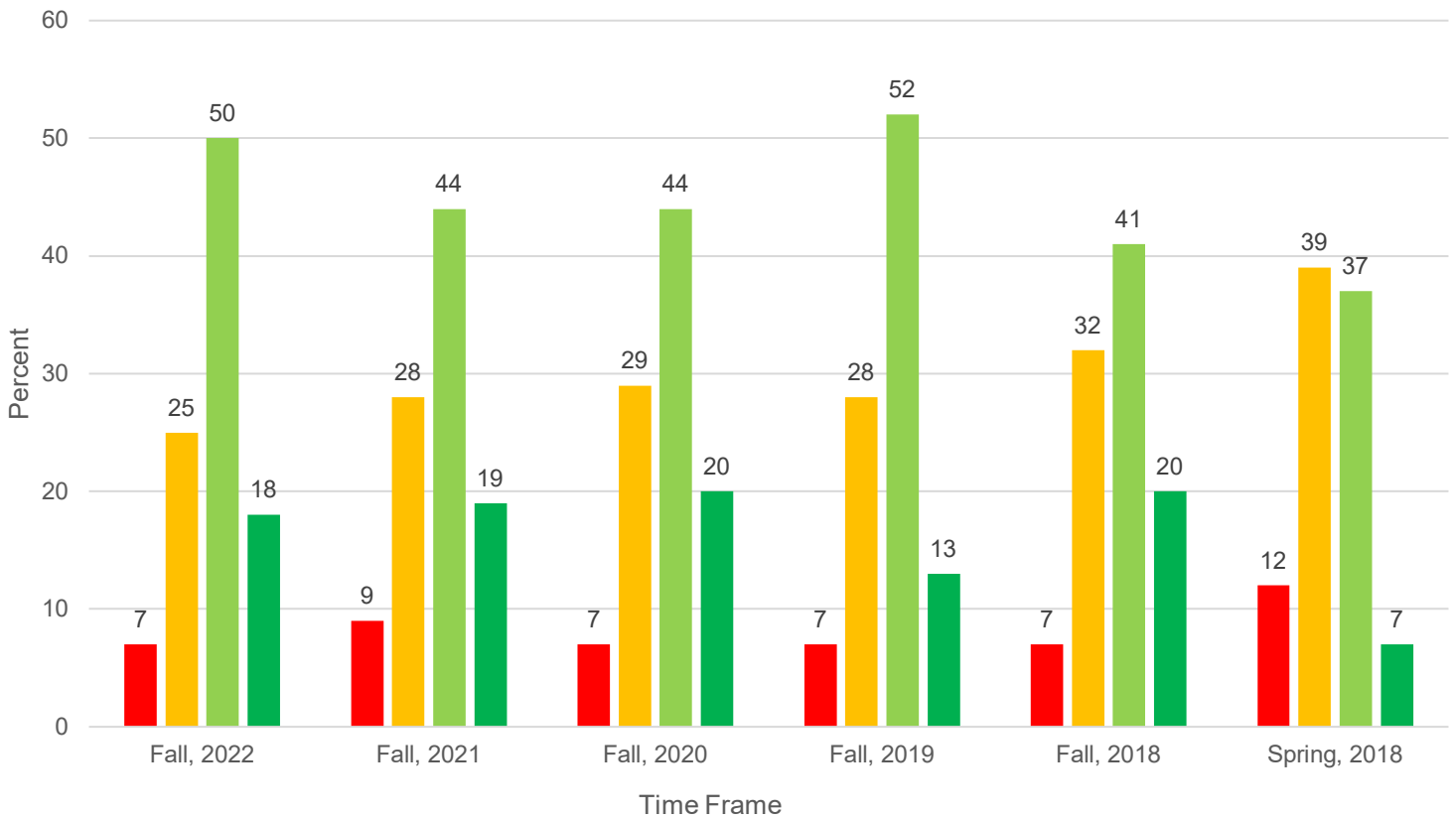
Information collected on over 23,200 students supports the validity of the resiliency continuum. Data collected from two large school districts (obtained in 2016 and 2017, and then again in 2019) were matched with students’ academic and behavioral information (including discipline referrals). All correlations were significant and in the expected directions: Each resiliency indicator was positively associated with GPA and standardized math and reading scores, and negatively associated with office discipline referrals, school absences, and school tardiness. The converse was found for each risk variable. These outcomes held regardless of grade level. Analyses found that each indicator was uniquely predictive of academic and behavioral outcomes. Indeed, for every step lower in the resiliency continuum GPA was reduced by as much as 15% (depending on grade level), and state test scores were reduced as much as 22%. Further, each step downward predicted absenteeism rates (6% per step downward) and class tardiness rates (10% per step downward).

Summary of Results

Schools	Number of Participants-Fall, 2021	Number of Participants-Fall, 2021	Number of Participants-Fall, 2020	Number of Participants-Fall, 2019	Number of Participants-Fall, 2018	Number of Participants-Spring, 2018 (baseline)
School A	189	205	140	205	194	210
School B	250	249	212	254	277	279
School C	178	169	157	196	207	199
School D	676	722	615	755	703	722
School E	933	919	919	891	939	983
Total Number of Participants	2,226*	2,264	2,043	2,301	2,320	2,393

*Most participants in the Fall of 2021 again participated in the Fall of 2022. Participation rates were at or slightly lower than the Fall of 2021 (***) School was slightly higher).

Overall District Resiliency/Wellness Functioning, Over Time



Sixty-eight percent of *** students reported overall wellness in the optimal and satisfactory categories, which is 5% higher than what was reported in the Fall of 2021 and 24% higher than in the spring of 2018 (baseline). The percentage of students placed in the optimal range of overall functioning decreased 1% from the Fall of 2021 but remains almost three times higher than baseline. The percentage of students placed in the May Need Assistance category remains low and relatively consistent over time. The general movement of students continues toward the positive end of the resiliency/risk continuum.

Analyses of Individual Resiliency/ Risk Variables

Mean Scores Elementary Schools

Domain	Fall, 2022	Fall, 2021	Fall, 2020	Fall, 2019	Fall, 2018	Spring, 2018	Range	Interpretation
Global Satisfaction	5.01	4.89	4.76	5.01	5.06	4.99	1 to 6	Higher Scores = Higher Levels of Positive Life Outlook
Positive School Experiences	5.21	5.24	5.15	5.23	5.28	5.11	1 to 6	Higher Scores = Higher Levels of Positive Experiences with Teachers and Overall School Engagement
Hope	4.82	4.60	4.53	4.58	4.84	4.66	1 to 6	Higher Scores = Higher Levels of Goal-Directed Behavior and Motivation
Ostracism*	1.89	1.83	1.86	1.73	1.63	1.68	1 to 5	Higher scores = Higher levels of perceived exclusion by others

*=denotes a risk variable

Mean Scores Middle Schools

Domain	Fall, 2022	Fall, 2021	Fall, 2020	Fall, 2019	Fall, 2018	Spring, 2018	Range	Interpretation
Global Satisfaction	5.09	5.12	5.16	5.11	5.15	5.01	1 to 6	Higher Scores = Higher Levels of Positive Life Outlook
Positive School Experiences	4.84	4.90	4.98	4.75	5.11	4.32	1 to 6	Higher Scores = Higher Levels of Positive Experiences with Teachers and Overall School Engagement
Hope	4.59	4.63	4.71	4.60	4.83	4.53	1 to 6	Higher Scores = Higher Levels of Goal-Directed Behavior and Motivation
Grit	3.41	3.43	3.52	3.37	3.22	3.55	1 to 5	Higher Scores = Greater Tenacity to Achieve a Goal
Resiliency	4.28	4.30	4.23	4.23	4.30	4.25	1 to 5	Higher Scores = More External Resources to Overcome Adversity
Leadership	4.48	4.47	4.56	4.39	4.80	4.73	1 to 7	Higher Scores = Greater Confidence to Influence Others
Standards	5.21	5.20	5.19	5.16	6.16	5.94	1 to 7	Higher Scores = Higher Expectations of Personal Abilities
Ostracism*	2.08	2.16	2.07	2.20	2.01	2.36	1 to 5	Higher Scores = Higher levels of perceived exclusion by others

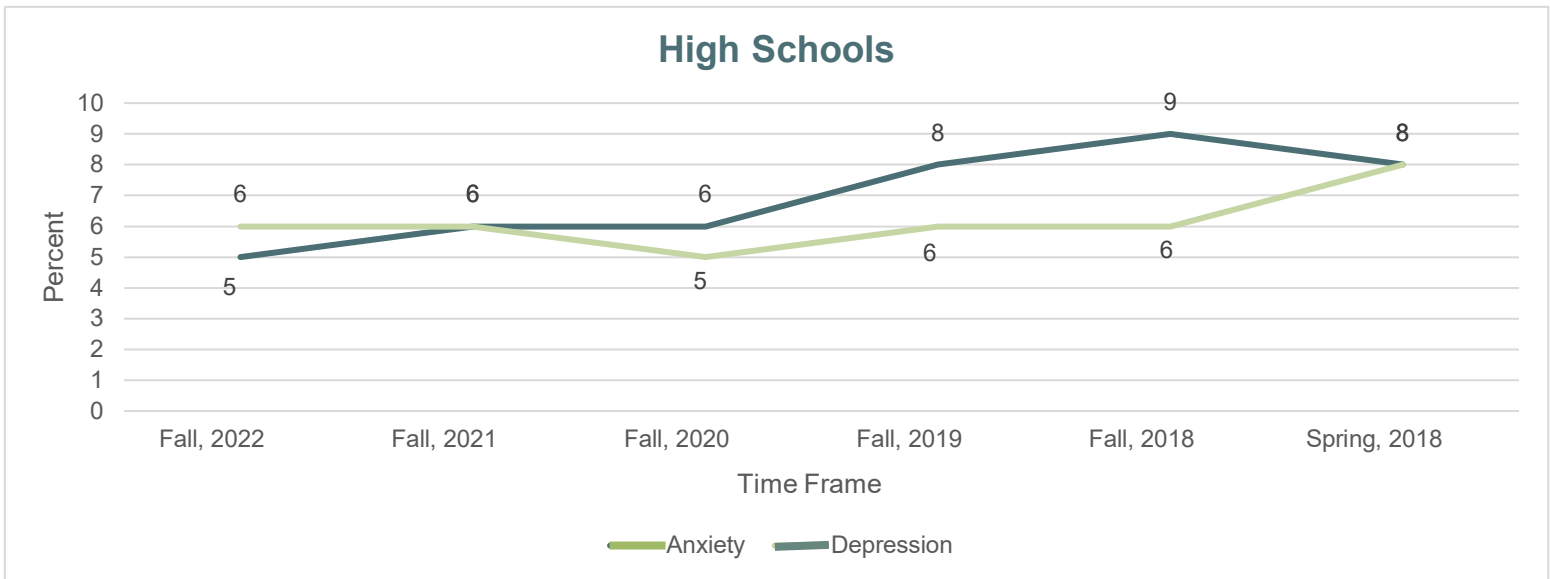
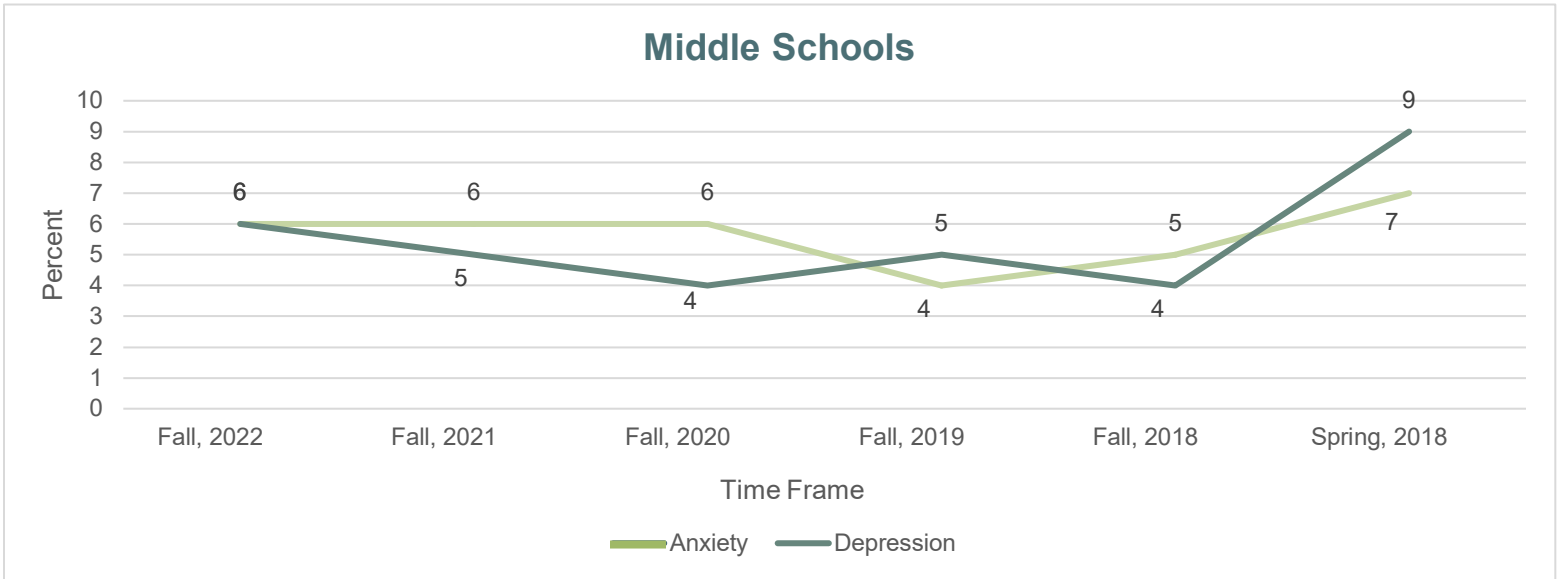
*=denotes a risk variable

Mean Scores High Schools

Domain	Fall, 2022	Fall, 2021	Fall, 2020	Fall, 2019	Fall, 2018	Spring, 2018	Range	Interpretation
Global Satisfaction	5.10	5.02	5.08	4.86	4.86	4.68	1 to 6	Higher Scores = Higher Levels of Positive Life Outlook
Positive School Experiences	4.63	4.52	4.68	4.55	4.94	4.67	1 to 6	Higher Scores = Higher Levels of Positive Experiences with Teachers and Overall School Engagement
Hope	4.81	4.71	4.79	4.61	4.71	4.41	1 to 6	Higher Scores = Higher Levels of Goal-Directed Behavior and Motivation
Grit	3.59	3.52	3.58	3.41	3.36	3.39	1 to 5	Higher Scores = Greater Tenacity to Achieve a Goal
Resiliency	4.32	4.23	4.13	4.17	4.14	4.05	1 to 5	Higher Scores = More External Resources to Overcome Adversity
Leadership	4.71	4.68	4.71	4.66	4.84	4.73	1 to 7	Higher Scores = Greater Confidence to Influence Others
Standards	5.40	5.35	5.39	5.36	6.26	5.86	1 to 7	Higher Scores = Higher Expectations of Personal Abilities
Ostracism*	1.95	1.98	1.96	2.11	2.01	2.36	1 to 5	Higher Scores = Higher levels of perceived exclusion by others

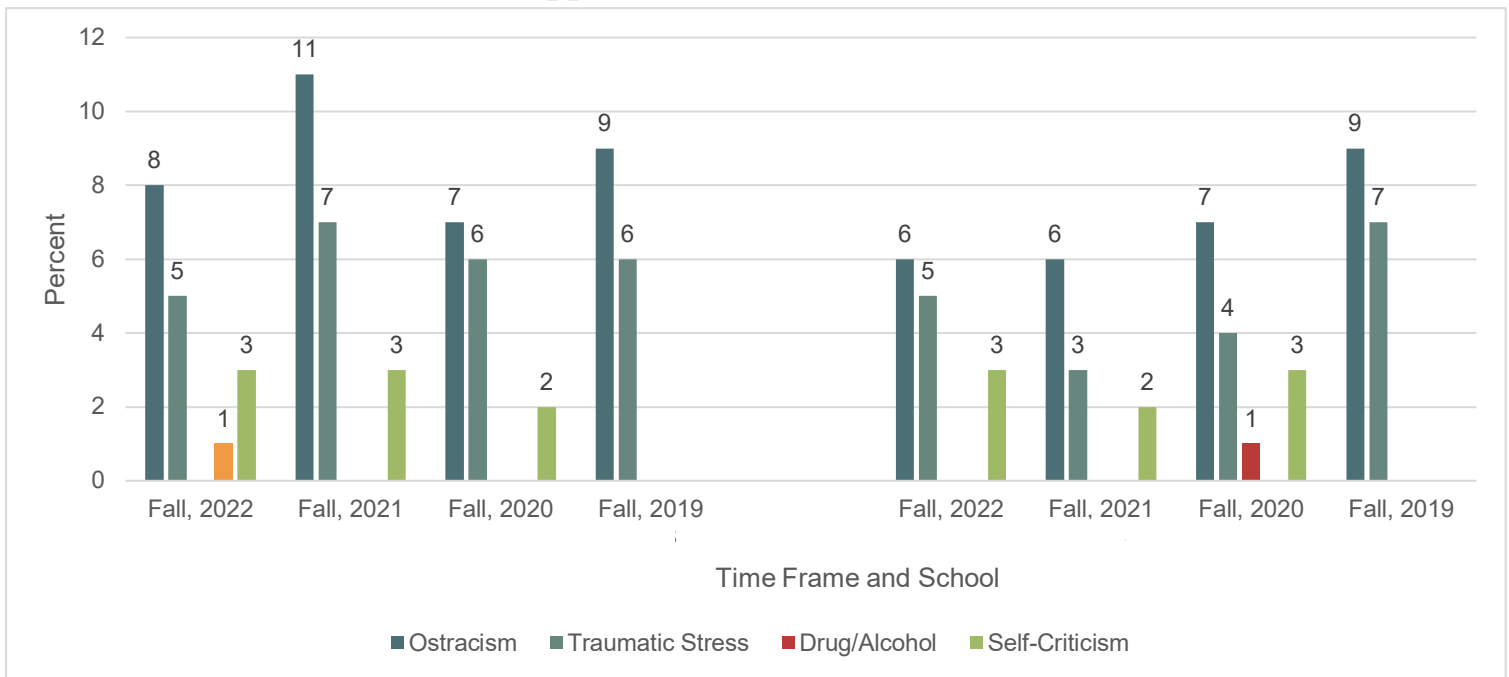
*=denotes a risk variable

**Percentage of Middle and High School Students in the May Need Assistance
Category:
Depression and Anxiety**



The percentage of middle and high school students reporting high levels of anxiety did not change from the Fall of 2021; percentages of high depression slightly increased (1%) for high school students and slightly decreased (1%) for middle school student across this 1-year time frame. Levels of anxiety and depression remain below the Fall, 2018 results (for both schools).

Percentage of Middle and High School Students in the May Need Assistance Category: Supplemental Screeners



Ostracism was the indicator with highest percentage of students in the May Need Assistance category across both school levels but decreased 3% among middle school students over the past year. Rates of current traumatic distress continue to decrease among middle school students.

Among high school students, rates of elevated, current traumatic stress increased 2% from the Fall semester, 2021. Very few students report issues related to drug/alcohol use or excessive self-criticism.