

# School Success Profile

## INTERPRETING THE DETAILED GROUP REPORT

### Introduction



The Detailed Group Report includes 90 indicators for your students who completed the SSP. The indicators are used to define six summary profiles: demographic; school performance; contextual risks; social capital assets; internal assets; and health, adjustment, and social support. Each indicator is assessed by a single SSP survey item.

An eco-interactional developmental perspective informed the identification of indicators for contextual risks, social capital assets, internal assets, and health, adjustment, and social support. Each indicator is grounded in the empirical literature on school success and school failure, and practitioners are encouraged to establish performance standards, or target levels, for each indicator.

Five interrelated questions guide this analysis:

- How does the demographic profile of students who took the SSP differ from the general population of students from which they were identified?
- How does the school performance of student participants (grades, grades repeated, and problem behavior) differ from the general population of students from which they were identified?
- What proportion of students report affirm indicators related to contextual risks, social capital assets, internal assets, and health status, adjustment, and social support?
- What are the desired performance standards for this group of students on these indicators?
- To what extent do student participants experience higher or lower levels on the SSP group indicators when compared to the performance standards established?

Prior research with SSP samples suggests that the school performance of students decreases as their contextual risks increase; it increases as they experience greater social capital assets and greater internal assets. In particular, the involvement of students in problem behavior at school and the degree to which they are absent from school are particularly sensitive to increases in the number of contextual risks in their social environments.

This report has a number of potential implications for school and community practice. First, it may inform the way in which students are identified to participate in special "at risk" programs to promote school success. Second, program staffs are encouraged to review the proportion of their student participants who report specific indicators of contextual risks, social capital assets, and internal assets. Given that each of the indicators on these indices has been associated in past analysis with school success either directly or indirectly, large deviations from the established performance standards point to potential targets for intervention efforts. Third, these results have important implications for monitoring the success of interventions over time. Repeated administrations of the SSP provide a means to monitor the level of success in achieving program goals and objectives.

These data are presented as only one potential view into the life of student participants. The SSP is designed to supplement practitioners' ongoing observations of and dialogue with students. It is not a substitute for this process; it is designed to enhance and support this process. Practitioners are encouraged to meet with students who complete the SSP to discuss group findings, and their meaning and implications for intervention.

Practitioners also are encouraged to develop summary briefings from these findings for presentations to their advisory boards and to other interested stakeholders. When combined with archival data from the school records of student participants, information from the SSP may yield important insights into the difficulties that students experience in school. Past experience suggests that findings from the SSP support the type of community dialogue that acknowledges the importance of seeing students in the context of the larger systems (neighborhood, school, family, and peer group) in which they are embedded.

## **Definitions and Measures**

### **Contextual Risks**

Contextual risks include situations and conditions in the social environment of youth that decrease their chances for positive life experiences and increase their chances for adverse developmental outcomes. The contextual risks index comprises twenty indicators reflecting social factors that youth may face in their neighborhood, school, peer relationships, and family. These risks relate directly to the second and third levels of Abraham Maslow's hierarchy of needs: (a) safety and security needs, and (b) social and affiliative needs.<sup>1</sup>

Each risk measure has demonstrated good discriminate validity in prior analyses of personal adjustment, school success, or both. Scores for each risk measure (single items on the SSP) were divided into low/high categories. A higher percentage is associated with a higher risk level.

### **Assets**

While risk factors are predictive of negative outcomes, assets increase the likelihood of positive outcomes. Assets, singly and in combination, may also operate as protective factors to buffer the influence of risks on student outcomes. Two sources of assets are discussed below: those that reside within the social relationships in which children are embedded (social capital) and those that are internal to children (internal assets).

#### **Social Capital Assets**

Social capital exists for youth within and outside of the family. In the family, social capital refers to the quality of family relationships and the time and attention parents give to youth. Social capital outside the family includes three aspects. First, it includes the opportunities and support that youth receive from institutions and adults in their community. Second, it consists of the relationships that parents have with adults and institutions in the community that have linkages to their developing child. These linkages provide youth with greater consistency of expectations and experiences across settings. Last, it includes the supportive relationships that youth experience with their friends. Social capital may operate as assets or protective factors in helping youth manage life demands and achieve their goals and ambitions.

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<sup>1</sup>Maslow, A. (1954). *Motivation and personality*. New York: Harper & Row.

The social capital index includes twenty indicators. These indicators capture sources of social capital in the neighborhood, school, family, and peer group of youth. Because of the important role that parents/guardians play in the life and development of children, adult family members and their links to other sources of social capital were a central focus in the development of the social capital index. The nature and operation of these social relationships and ties are hypothesized to provide youth with opportunity and social support.

Each social capital measure has demonstrated good discriminate validity in prior analyses of personal adjustment, school success, or both. Scores for each social capital measure were divided into low and high categories. A higher percentage is associated with a higher asset level.

### **Internal Assets**

Internal assets are those resources that reside within the individual. Resulting from the dual influences of nature and nurture, these assets reflect the value and belief systems of youth about themselves and about the level of control they exert over events in their lives. Such value and belief systems inform the way in which youth approach and react to events and situations in their environment. Internal assets are captured in the areas of school engagement, health, self-regard, and social competency.

Twenty measures define the internal assets index. Each asset has demonstrated good discriminate validity in prior analyses of personal adjustment, school success, or both. Scores for each asset were divided into low/high categories. A higher percentage is associated with a higher asset level.

### **The School Success Profile**

The School Success Profile is a 195 question survey instrument that assesses student participants in the contexts of their neighborhood, school, friends, and family. Dr. Gary Bowen and Dr. Jack Richman developed the School Success Profile (SSP).<sup>2</sup> The SSP can serve multiple purposes for a program, school, or school district. First, it can be used as part of a needs assessment to inform school and community stakeholders about how youth in their community are doing. Second, the SSP is an assessment tool to inform and monitor prevention and intervention planning and programming. Another purpose is to increase the accountability of local initiatives to their key stakeholders, including the school systems in which they operate, their advisory boards and sponsors, and to the student participants themselves. It is designed for use with middle- and high-school students (grades six to twelve), and the survey is available in both English and Spanish.

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<sup>2</sup>Bowen, G. L., & Richman, J. M. (1993, 1997, 2001, 2005). *School success profile*. Chapel Hill, NC: Jordan Institute for Families, School of Social Work, The University of North Carolina at Chapel Hill.



**School Success Profile  
Detailed Group Report**

Sample School

**Demographic Profile**

	Administrative Data %	Your School % (N = )
<b>1. Gender</b> Female Male	_____ _____	
<b>2. Race/Ethnicity</b> Native American or Alaskan Native Asian or Pacific Islander Black/African American Hispanic/Latino White Multiracial Other	_____ _____ _____ _____ _____ _____ _____	
<b>3. Grade</b> 6th 7th 8th 9th 10th 11th 12th	_____ _____ _____ _____ _____ _____ _____	
<b>4. Household Type</b> Live in a family with one adults Live in a family with two adults Live in another type of family situation Live alone	_____ _____ _____ _____	
<b>5. Student Employment Status</b> Not employed for pay Employed, less than 15 hours a week Employed, 15 or more hours a week	_____ _____ _____	
<b>6. Computer at Home</b> No Yes	_____ _____	
<b>7. Receives Free or Reduced Price Lunches At School</b> No Yes	_____ _____	



**School Success Profile  
Detailed Group Report**

Sample School

<b>School Performance</b>	<b>Administrative Data %</b>	<b>Your School % (N = )</b>
<b>1. Grades on Most Recent Report Card</b> Mostly A's and B's Mostly B's and C's Mostly C's Mostly C's and D's Mostly D's and F's	_____ _____ _____ _____ _____	
<b>2. Number of D's or F's on Most Recent Report Card</b> None One Two Three or more	_____ _____ _____ _____	
<b>3. Number of Grades Repeated in School</b> No grades One grade Two grades Three or more grades	_____ _____ _____ _____	
<b>4. Parent(s)/Guardians(s) received a warning about student's grades or homework during the past 30 days</b> No Once or more	_____ _____	
<b>5. Parent(s)/Guardians(s) received a warning about student's attendance or behavior during the past 30 days</b> No Once or more	_____ _____	



<b>Contextual Risks</b>	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>Safety and Security</b>		
<b>1. Home Instability</b> Youth have moved two or more times in the past year.	_____	
<b>2. Neighborhood Feels Unsafe</b> Youth feel unsafe in their neighborhood.	_____	
<b>3. Gunshots Heard in Neighborhood</b> Youth heard gunshots in their neighborhood during the past 30 days.	_____	
<b>4. Saw Threat with Weapon in Neighborhood</b> During the past 30 days, youth saw someone in their neighborhood threatened with a weapon such as a gun, knife or club.	_____	
<b>5. Illegal Drugs Sales in Neighborhood</b> During the past 30 days, youth saw someone selling illegal drugs in their neighborhood.	_____	
<b>6. School Commuting Fears</b> Youth are always, often or sometimes afraid that someone will hurt or bother them on the way to or from school.	_____	
<b>7. School Campus Fears</b> Youth are always, often or sometimes afraid that someone will hurt or bother them at school.	_____	
<b>8. Weapons at School</b> During the past 30 days, youth knew someone who carried a weapon to school, such as gun, knife or club.	_____	
<b>9. Fights at School</b> Youth report that fights among students are a problem at school.	_____	
<b>10. Weapons at School a Problem</b> Youth report that students carrying weapons are a problem at school.	_____	



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<b>Contextual Risks (continued)</b>	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>Social and Affiliative</b>		
11. <b>Youth in Neighborhood Get into Trouble with Police</b> Youth live in a neighborhood where young people about their age are likely to get into trouble with the police.	_____	
12. <b>Neighborhood Youth Thought Unlikely to Graduate</b> Youth view young people in the neighborhood as unlikely to graduate from high school.	_____	
13. <b>Friends Get in Trouble with Police</b> Youth report that they have friends who get into trouble with the police.	_____	
14. <b>Drug Use Among Friends</b> Youth have friends who use drugs.	_____	
15. <b>Friends Get into Trouble at School</b> Youth have friends who get in trouble at school.	_____	
16. <b>Gang Involvement</b> Youth are a member of a school or neighborhood gang.	_____	
17. <b>Death of a Friend Reported</b> Youth report the death of a close friend in the past year.	_____	
18. <b>Death of a Family Member Reported</b> Youth report the death of a parent or a close family member (like a brother or sister) in the past year.	_____	
19. <b>Sibling Dropout</b> Youth have a brother or sister who dropped out of school before graduating.	_____	
20. <b>TV Time During School Week</b> During the past 30 days, youth have watched television 3 or more hours on average each school night (Sunday-Thursday).	_____	



<b>Social Capital Assets</b>	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>Neighborhood</b>		
<b>1. Neighbors Interested in Local Youth</b> Youth perceive their neighbors as interested in what young people in the neighborhood are doing.	_____	
<b>2. Neighborhood Adults Like Youth</b> Youth report that adults in their neighborhood seem to like young people.	_____	
<b>3. Neighborhood Adults Would Intervene</b> Youth believe that adults in their neighborhood would say something to them if they saw them getting into trouble.	_____	
<b>School</b>		
<b>4. Every Student Feels Important</b> Youth feel that every student is considered important at the school they attend.	_____	
<b>5. Teachers Care About Students</b> Youth report that teachers at their school care about students.	_____	
<b>6. Students Feel Respected by Teachers</b> Youth feel respected and appreciated by their teachers.	_____	
<b>7. Principal Cares About Individual Attendance</b> Youth feel that the principal of their school cares whether or not students come to school.	_____	
<b>8. Adults at School Welcome Student Input</b> Youth feel that the adults at their school welcome ideas and opinions from students.	_____	



<b>Social Capital Assets (continued)</b>	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>Family</b>		
9. <i>Family Members Share Free Time</i> Youth report that adults in their home spend free time with them.	_____	
10. <i>Adults in Home Show Love</i> Youth report that the adults in their home let them know they are loved.	_____	
11. <i>Adults Monitor Whereabouts</i> Youth report that an adult in their home always or almost always knows where they are when they are not at home or in school.	_____	
12. <i>Adults in Home Know Friends</i> Youth report that the adults in their home know most of their friends.	_____	
13. <i>Adults in Home Know Parents of Friends</i> Youth report that the adults in their home know most of the parents of their friends.	_____	
14. <i>Adults in Home Will Make School Visits</i> Youth report that if they needed one or more adults with whom they live to come to school, they would definitely come.	_____	
15. <i>Adults Available After School</i> Youth report that an adult is available always or almost always for them to contact when they return home from school.	_____	
16. <i>Adults in Home Encourage School Performance</i> Youth are encouraged by the adults in their home to do well in school.	_____	
17. <i>Adults Attend School Events</i> Youth report that the adults in their home attended a school event during the past 30 days.	_____	
<b>Friends</b>		
18. <i>Friends Can be Counted on for Support</i> Youth report that they can count on their friends for support.	_____	
19. <i>Can Talk About Problems with Friends</i> Youth report that they can talk to their friends about things that bother them.	_____	
20. <i>Friends Can be Trusted</i> Youth report that they can trust their friends.	_____	



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<b>Internal Assets</b>	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>School Engagement</b>		
1. <i>Participate in Extracurricular Activities</i> Youth take part in school activities that are not part of class work.	_____	
2. <i>Spend Time Nightly on Homework</i> Youth spend one or more hours on average studying or doing homework each school night.	_____	
3. <i>Look Forward to School</i> Youth look forward to going to school.	_____	
4. <i>Feel that School Helps Them Prepare</i> Youth feel that school is helpful in preparing them for what they want to do after high school.	_____	
5. <i>Believe they will Graduate from High School</i> Youth believe that they will graduate from high school.	_____	
6. <i>Plan to Attend College</i> Youth want to go to college in the year after they graduate from high school.	_____	
<b>Health</b>		
7. <i>Eat Breakfast Regularly</i> Youth ate breakfast at least 5 of the last 7 days.	_____	
8. <i>Perceive They Are in Good Health</i> Youth describe their health as either very good or excellent.	_____	
9. <i>No Medical Conditions Affecting Attendance</i> Youth have no medical condition that keeps them from attending school regularly.	_____	
10. <i>Regularly Exercise or Play Sports</i> Youth exercised or played sports at least 5 of the last 7 days.	_____	
11. <i>Feel Well-Rested</i> Youth generally feel well rested.	_____	



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<b>Internal Assets (continued)</b>	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>Self-Regard</b>		
12. <i>Happy with Appearance</i> Youth are happy with the way they look.	_____	
13. <i>Feel Good About Themselves</i> Youth report that they feel good about themselves.	_____	
14. <i>Feel Confident in Themselves</i> Youth report that they have confidence in themselves.	_____	
15. <i>Feel They Have Good Qualities</i> Youth feel that they have a number of good qualities.	_____	
<b>Social Competency</b>		
16. <i>Get Along with Other Students</i> Youth report getting along well with other students at school.	_____	
17. <i>No Difficulty Making New Friends</i> Youth report no difficulty in making new friends.	_____	
18. <i>Can Be Themselves with Friends</i> Youth find it easy to be themselves when they are with their friends.	_____	
19. <i>Do Not Let Friends Talk Them into Things</i> Youth do not let friends talk them into things they really don't want to do.	_____	
20. <i>Do Volunteer Work</i> Youth did volunteer work to help others in the community in the last 30 days.	_____	



**Health, Adjustment, and Social Support**

	<b>Performance Standard %</b>	<b>Your School % (N = )</b>
<b>Health Problems</b>		
1. Toothache over the last seven days	_____	
2. Trouble seeing the blackboard over the last seven days	_____	
3. Difficulty hearing the teacher over the last seven days	_____	
4. Frequently vomit or throw up after eating	_____	
<b>Adjustment</b>		
5. Often think about running away from home	_____	
6. Often wonder whether anyone really cares about them	_____	
7. Often feel sad	_____	
8. Often feel lost or confused	_____	
9. Often feel all alone in the world	_____	
10. Often worry about their future	_____	
<b>Social Support</b>		
<i>There are people you talk to at least weekly who:</i>		
11. Listen to you without giving you advice or judging you	_____	
12. Tell you that they appreciate your efforts	_____	
13. Encourage you to do well	_____	
14. Comfort you and tell you that they are on your side	_____	
15. Get you to think about your values and feelings	_____	
16. Are similar to you and see things the way you do	_____	
17. Help you by giving or loaning you money	_____	
18. Provide you with help, such as giving you a ride somewhere or helping you with your homework	_____	