



Classroom and Group Mindsets & Behaviors Results Report

School Name	A.N. Pritzker	
Results Report for:	<input checked="" type="checkbox"/> Unit <input type="checkbox"/> Lesson <input type="checkbox"/> Small Group	
Grade Level	7	
Topic	High School Exploration Unit	
Mindsets & Behaviors	M5-Belief in using abilities to their fullest to achieve high-quality results and outcomes	
	B-SMS1-Demonstrate ability to assume responsibility	
Participation Data	117	# of students participating
	75 minutes	Length of lessons/sessions
	4	# of lessons/sessions
Mindsets & Behaviors Data	Pre-Intervention Data: <i>Average scores based on a 4 point Likert Scale</i> 1. 1.2 2. 2.0 3. 3.0 4. 2.8 Short Answer: 5. 54 of 117 students were able to list at least two schools or programs that they are interested in applying to that they will share with their parent/guardian (46%) 6. 89 students of 117 were able to list two adults at Pritzker that they can reach out to if they are struggling in class (76%)	Post-Intervention Data: <i>Average scores based on a 4 point Likert Scale</i> 1. 3.4 2. 3.2 3. 3.6 4. 3.4 Short Answer: 5. 101 of 117 students were able to list at least two schools or programs that they are interested in applying to that they will share with their parent/guardian (86%) 6. 107 students of 117 were able to list two adults at Pritzker that they can reach out to if they are struggling in class (91%)
	Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i> Baseline Data: 50% of students with IEPs were eligible* to apply for selective enrollment high schools (SEHS) *High school eligibility (based on 7 th grade Spring Northwest Evaluation Association (NWEA) test scores and final, cumulative core subject grades for 7th grade: achievement data) Final Data: 100% of students with IEPs are eligible** to apply for selective enrollment high schools	

	<p>**metric for eligibility was eliminated by Chicago Public Schools in June 2020, making all students eligible to apply for SEHSs (Selective Enrollment High Schools)</p>
	<p>Percent Change: 100% increase in 7th graders with IEPs being eligible to apply for selective enrollment high schools</p>
<p>Implications <i>Analyze your data. How will data inform future practice?</i></p>	<p>How will data results help deliver the lessons more effectively?</p> <p>Students showed the most significant increase in their knowledge about what metrics are used to determine high school eligibility. Additionally, students did show a positive change in their beliefs about their abilities to their fullest to achieve high quality outcomes and results, in this case, being eligible to apply to a selective enrollment high school. Knowing these two results, it would be advisable to preview some of the information covered in this unit with students when they are in 6th grade. This will educate students on the high school application process before they are in 7th grade, the year that their grades really matter for their high school applications, allowing them to know the importance of their grades as they relate to their high school options the very first day of school. Students identified staff members they can turn to for help if they are struggling academically. It may be beneficial for the school counselor to provide each teacher that was identified as a support with a list of students who identified them as someone the student can turn to in order to facilitate a more supportive connection. The school counselor could also work with these staff members who have been identified by students for additional support should achievement data on progress reports and report cards indicate that a student may be struggling.</p> <p>How can Mindsets & Behaviors data be collected more accurately?</p> <p>This entire unit was taught during remote instruction. It was hard to ensure that all students were logged in for the class and that they were all completing each component of the unit, including the Mindset & Behaviors assessments. The data may have been more accurate if the surveys were given during in-person learning, so student participation could be monitored more closely. In-person administration of the Mindsets & Behavior survey would have also provided students who were reluctant to participate in online learning to ask clarifying questions. A follow up survey will be given to this group of students at the beginning of their 8th grade year when they are preparing to complete their high school applications to see what knowledge and skills were retained.</p> <p>What will be continued/discontinued/amended?</p> <p>This unit will be adapted given the change in eligibility criteria. Even though all students are eligible to apply for SEHSs, the process to receive an offer from one of the schools is still extremely competitive and is based on final 7th grade grades and students' scores on a high school admissions exam.</p>

Other:

75 minutes is a long time for students to stay engaged in a lesson, especially when being taught remotely. It may be beneficial to consider breaking this unit into six to eight lessons. Review of needs assessment data may also indicate the need for additional academic interventions and social emotional supports, which could then be incorporated into the expanded six to eight lesson High School Exploration unit. Additional monitoring of grades could show the need for small groups and closing the gap interventions to support students who are struggling academically.