

Resiliency Poll

Fort Thomas Independent Schools
December 2018

Summary of Findings

- Over 97% of 2017 students participated in the 2018 survey
- Positive trend in percentage of student placed in the “optimal” functioning category across all school levels Increases ranged from 7% (middle school) to 10% (high school)
- Percentage of students placed in the “at-risk” category decreased across all school levels
 - Decreases ranged from 3% (elementary schools, collectively) to 8% (high schools)
- Positive mean score increased across all resiliency indicators
 - Mean grit scores essentially remained the same
- Mean ostracism scores continually improving
- Percentage of students reporting “severe” levels of victimization (i.e., being victimized at least once per week) decreased by 5% at Highlands High School
 - Although no change was noted at Highlands Middle School, the overall rate remained low (2%)
- Percentage of middle and high school students reporting significant psychological distress (anxiety and depression) declined between 2017 and 2018

Resiliency Along a Continuum



AT RISK

Few or No Strengths and **High Distress**

Will require attention and support. Functioning likely to be affected even if not discernible.



SUB-OPTIMAL

Some Strengths but **Poor Functioning in Key Domains**

May require attention. Likely some Impact on life and school functioning.



AVERAGE

Strengths across Many Domains, Little Evidence of Distress

Not likely to require specific attention. Functioning well but not necessarily excelling.



OPTIMAL

Strengths across ALL Domains, No Evidence of Distress

Minimal specific attention likely. Capable of fully attending to academic and life goals

Overall Resiliency/Risk Functioning

Spring 2018

School	% At Risk	% Suboptimal	% Average	%Optimal
Elementary	7	34	44	15
Middle	11	39	36	14
High	18	43	32	7
Overall	12	39	37	12

Fall 2018

School	% At Risk	% Suboptimal	% Average	%Optimal
Elementary	4	28	45	23
Middle	7	32	40	21
High	10	34	39	17
Overall	7	31	41	20

Individual Variables - Elementary

Elementary School	Global Satisfaction		Positive School Experiences		Ostracism		Hope	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Johnson	5.00	5.02	5.05	5.26	1.80	1.65	4.61	4.81
Moyer	5.06	5.13	5.16	5.29	1.61	1.60	4.71	4.89
Woodfill	4.90	5.04	5.12	5.28	1.64	1.65	4.67	4.83
Scoring Range and Interpretation	1-6 Higher scores mean more positive perceptions of one's life		1-6 Higher scores mean more positive experiences with their learning and school personnel		1-5 Higher scores mean <u>higher</u> levels of perceived social isolation		1-6 Higher scores mean higher levels of goal-directed thinking and motivation	

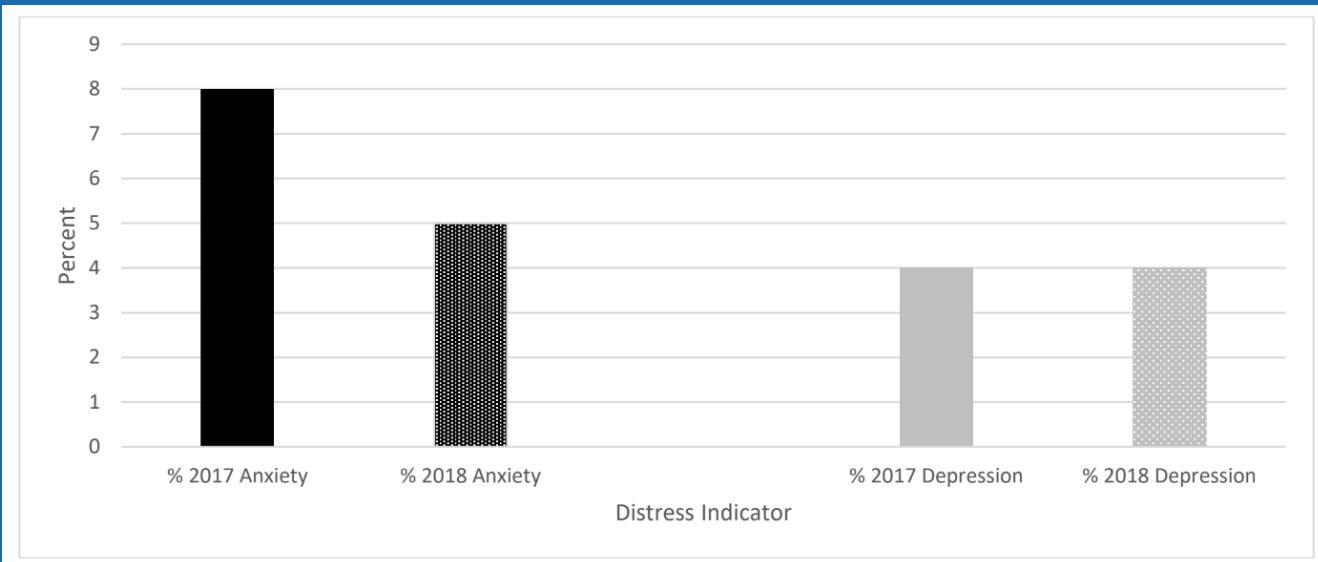
Individual Variables - HMS

Domain	Mean		National Average	Scoring Range	Interpretation
	17-18	18-19			
Global Satisfaction	5.01	5.15	4.92	1-6	Higher scores = more positive perceptions of one's life
Positive School Experiences	4.67	5.11	5.35	1-6	Higher scores = more positive experiences with their learning and school personnel
Ostracism	2.23	2.04	2.16	1-5	Higher scores = <u>higher</u> levels of perceived social isolation
Grit	3.55	3.25	3.25	1-5	Higher scores = higher tenacity to achieve goals
Hope	4.53	4.83	4.6	1-6	Higher scores = higher levels of goal- directed thinking and motivation
Resiliency	4.25	4.30	4.10	1-5	Higher scores = greater confidence in overcoming adversity
Leadership	4.73	4.84	4.51	1-7	Higher scores = higher confidence to influence others
Academic Standards	5.94	6.16	5.89	1-7	Higher scores = higher expectations of their personal abilities

HMS Distress Scores

	17-18	18-19			
Anxiety	5.14	4.98	11.3	0-24	Higher scores = higher generalized anxiety
Depression	4.13	4.13	14	0-27	Higher scores = higher depression (including thought of self-harm)

Percentage of Middle School Students Reporting At-Risk Functioning –Psychological Distress



Individual Variables - HHS

Domain	Mean		National Average	Scoring Range	Interpretation
	17-18	18-19			
Global Satisfaction	4.68	4.86	4.2	1-6	Higher scores = more positive perceptions of one's life
Positive School Experiences	4.32	4.94	3.12	1-6	Higher scores = more positive experiences with their learning and school personnel
Ostracism	2.36	2.01	2.16	1-5	Higher scores = <u>higher</u> levels of perceived social isolation
Grit	3.39	3.36	3.25	1-5	Higher scores = higher tenacity to achieve goals
Hope	4.41	4.71	4.0	1-6	Higher scores = higher levels of goal- directed thinking and motivation
Resiliency	4.05	4.14	3.98	1-5	Higher scores = greater confidence in overcoming adversity
Leadership	4.73	4.84	4.58	1-7	Higher scores = higher confidence to influence others
Academic Standards	5.86	6.26	2.89	1-7	Higher scores = higher expectations of their personal abilities

HHS Distress Scores

	17-18	18-19			
Anxiety	7.79	7.01	11.1	0-24	Higher scores = higher generalized anxiety
Depression	6.52	6.06	14	0-27	Higher scores = higher depression (including thought of self-harm)

Percentage of High School Students Reporting At-Risk Functioning – Psychological Distress

Percentages of High School Students Reporting At-Risk Functioning: Psychological Distress

