

The background of the slide features a large, stylized logo for KCS D. The letters 'K', 'C', 'S', and 'D' are each contained within a colored square: 'K' is light blue, 'C' is medium blue, 'S' is light blue, and 'D' is grey. The letters are white and have a bold, sans-serif font.

# Terrace Metrics Overview

Spring 2021

*Presented to the Kenton County Board of Education  
August 2, 2021*

*It's about ALL kids.*

The background of the slide features a large, faded logo for KCS D. The letters 'K', 'C', 'S', and 'D' are each contained within a colored square: 'K' is light green, 'C' is light blue, 'S' is light blue, and 'D' is light grey. The letters are white and bold.

# District Overview

[KCSD Spring 2021 District Report](#)

[KCSD Fall 2020 District Report](#)

[KCSD Spring 2020 District Report](#)

*It's about ALL kids.*

# What does Terrace Metrics measure?

## Resilience Factors

### Global Satisfaction

- *I have a good life*
- *My life is just right*

### Positive School Experiences- Relationships with Teachers and Engagement

- *I am encouraged by my teachers to do my best*
- *I enjoy my school experiences*

### Academic/Personal Standards-Personal Abilities

- *I set very high standards for myself*
- *I have a strong need to strive for excellence*

## Resilience Factors

### Grit

- *Setbacks don't discourage me*
- *I finish whatever I begin*

### Hope

- *When I have a problem, I can come up with lots of ways to solve it*

### Leadership-Influence Others

- *Peers come to me to discuss their problems*
- *When I see someone doing something nice, I will compliment them*

# What does Terrace Metrics measure?

## Risk Factors

Bullying [students receive a commonly accepted definition of what constitutes “bullying”]

- *Since you have been in school this year [since the last survey], have you been bullied by others?*
- *[if ‘yes’] how often have you....[list the frequency of different types of bullying]*

## Ostracism

- *Others treat me as if I am invisible*

Anxiety and Depression -Grades 6-10 only

## Supplemental Screeners- 6-10 Only

- Drug/Alcohol Screener. Measured by first asking the student if they have engaged in alcohol or drug use in the past year, or whether they have ridden in a car with someone who has. Follow-up questions assess the frequency of use and whether this use has caused problems for them. (6th-10th grade only)
- School Violence Screener: Assesses a student’s tendency to use aggression as a means to resolve problems at school.
- Trauma Screener Asks the student if they have directly experienced or witnessed a potentially traumatic event such as a car accident. Follow up questions assess how well the student has adjusted to the experience.

## AT RISK

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Few or no strengths and **high distress**.

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

## MODERATE CONCERN

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Some strengths but **poor functioning** in key domains.

*May require some attention. Likely some impact on life and school functioning.*

## SATISFACTORY

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**Strengths** across many domains with little distress.

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

## OPTIMAL

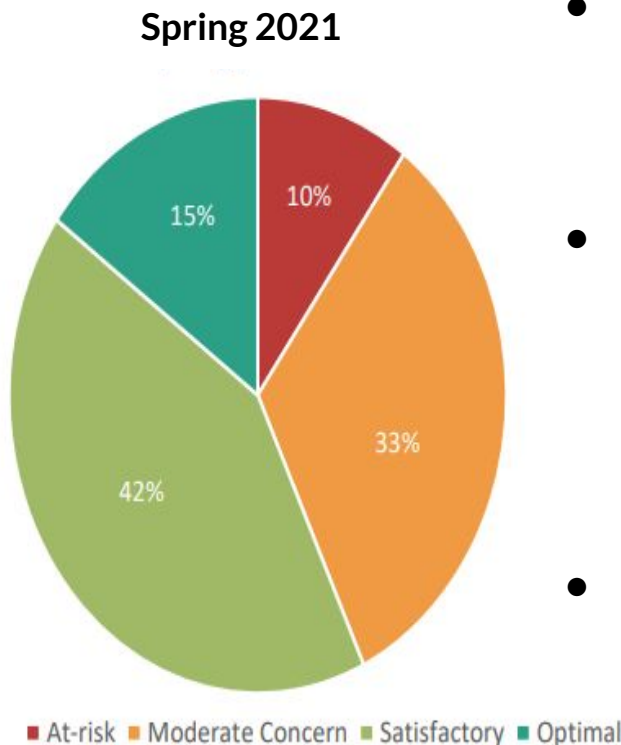
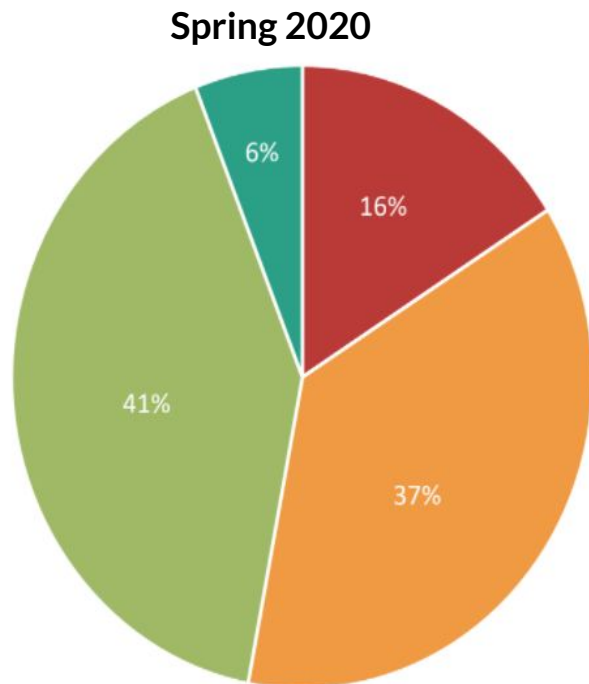
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Strengths across **all domains** with no distress.

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

# Spring 2020 to Spring 2021: One Year Comparison

## Resiliency/Risk Functioning, by Percentage

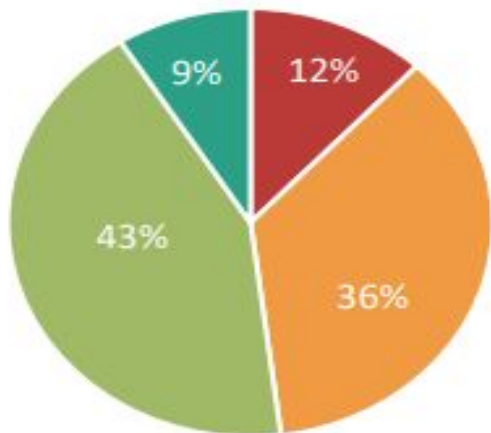


- Percentage of students placed in the at-risk category was reduced by 6% across a 1-year time period.
- 57% of KCSD student's reported overall wellness in the optimal and average ranges, which is 10% higher than what was reported in the spring of 2020.
- The overall movement of students continues toward the positive end of the resiliency/risk continuum.

Resiliency/Risk  
Functioning,  
by Percentage

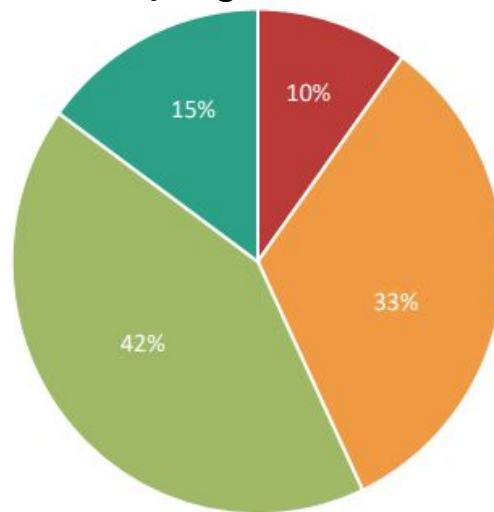
# KCSD District Snapshot FALL 2020 vs. Spring 2021

Fall 2020



- 3,845 students screened in Fall
- 3,907 students screened in Spring
- Grades 5th-10th
- Screening occurred between March 8 - April 30 for Spring

Spring 2021

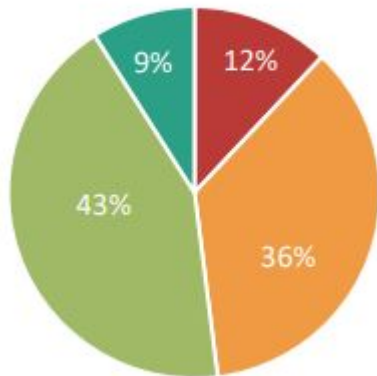


■ At-risk ■ Moderate Concern ■ Satisfactory ■ Optimal

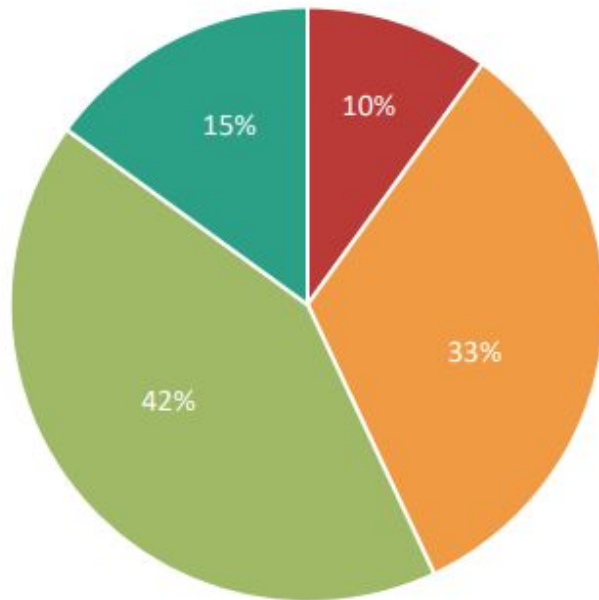
Resiliency/Risk  
Functioning,  
by Percentage

# Fall 2020 to Spring 2021 Comparison Snapshot

Fall 2020



Spring 2021



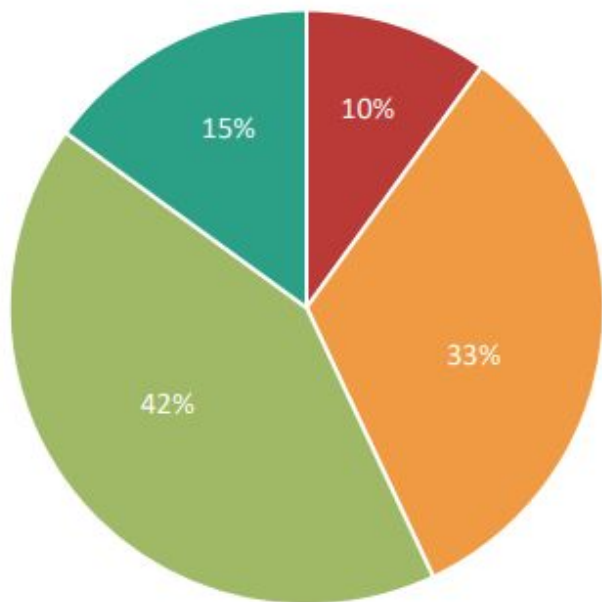
■ At-risk ■ Moderate Concern ■ Satisfactory ■ Optimal

- Percentage of students placed in the at-risk category was reduced by 2% between Fall of 2020 and Spring 2021.
- Students placed in the optimal functioning category increased by 6% between Fall of 2020 and Spring 2021 .

Resiliency/Risk  
Functioning,  
by Percentage

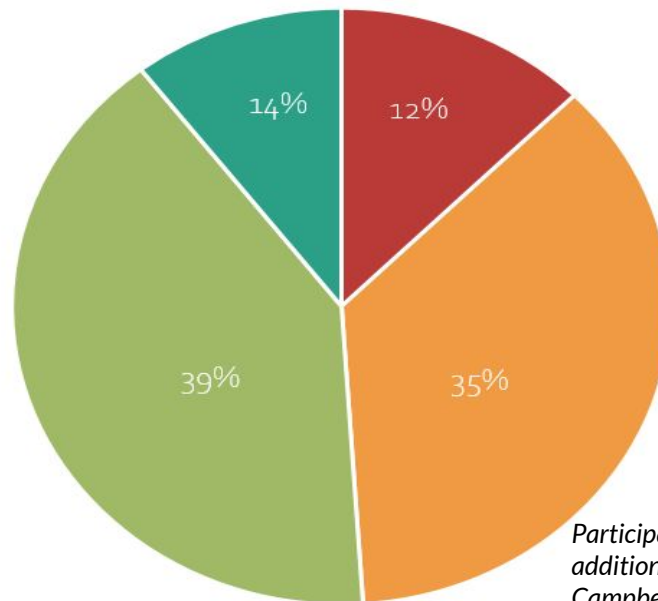
# KCSD to NKY Region Comparison Snapshot

KCSD  
Spring 2021



■ At-risk ■ Moderate Concern ■ Satisfactory ■ Optimal

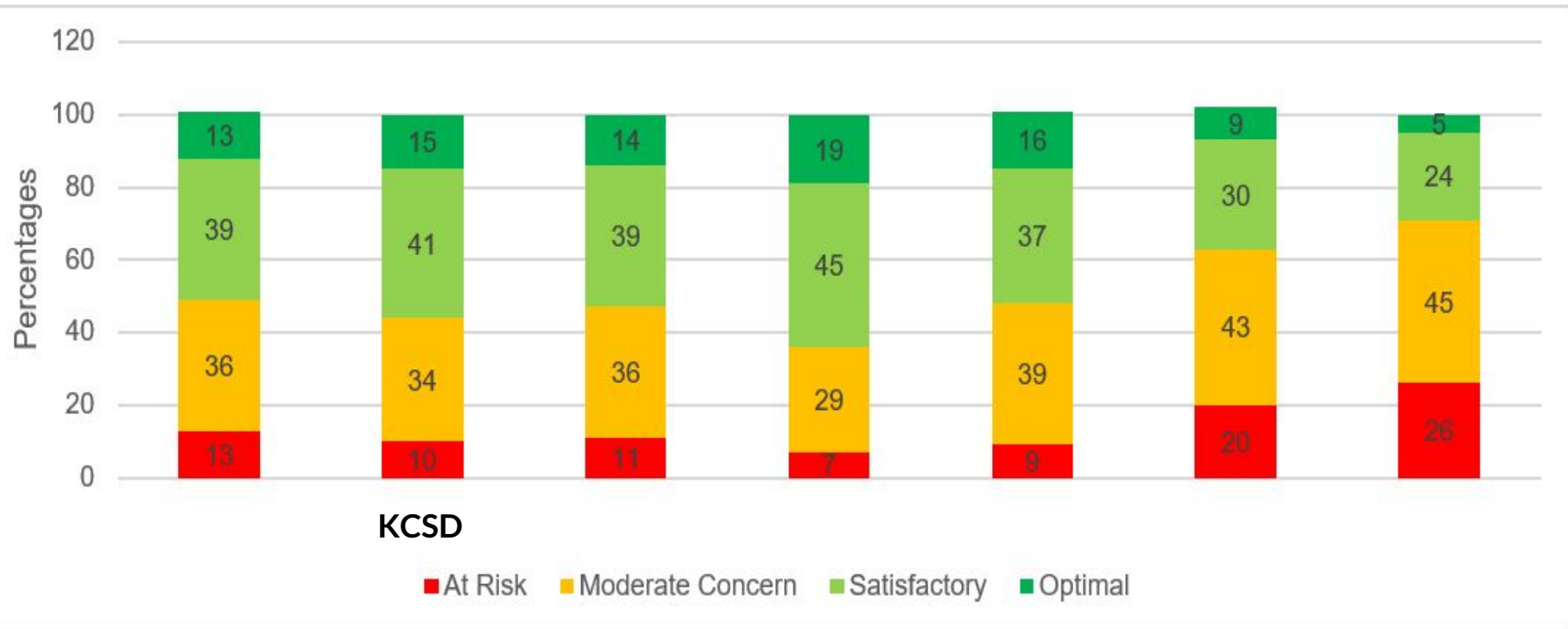
NKY Region  
Spring 2021



*Participating NKY districts in addition to KCSD: Boone, Campbell County, Ludlow, Owen County, Fort Thomas, and Williamstown school districts*

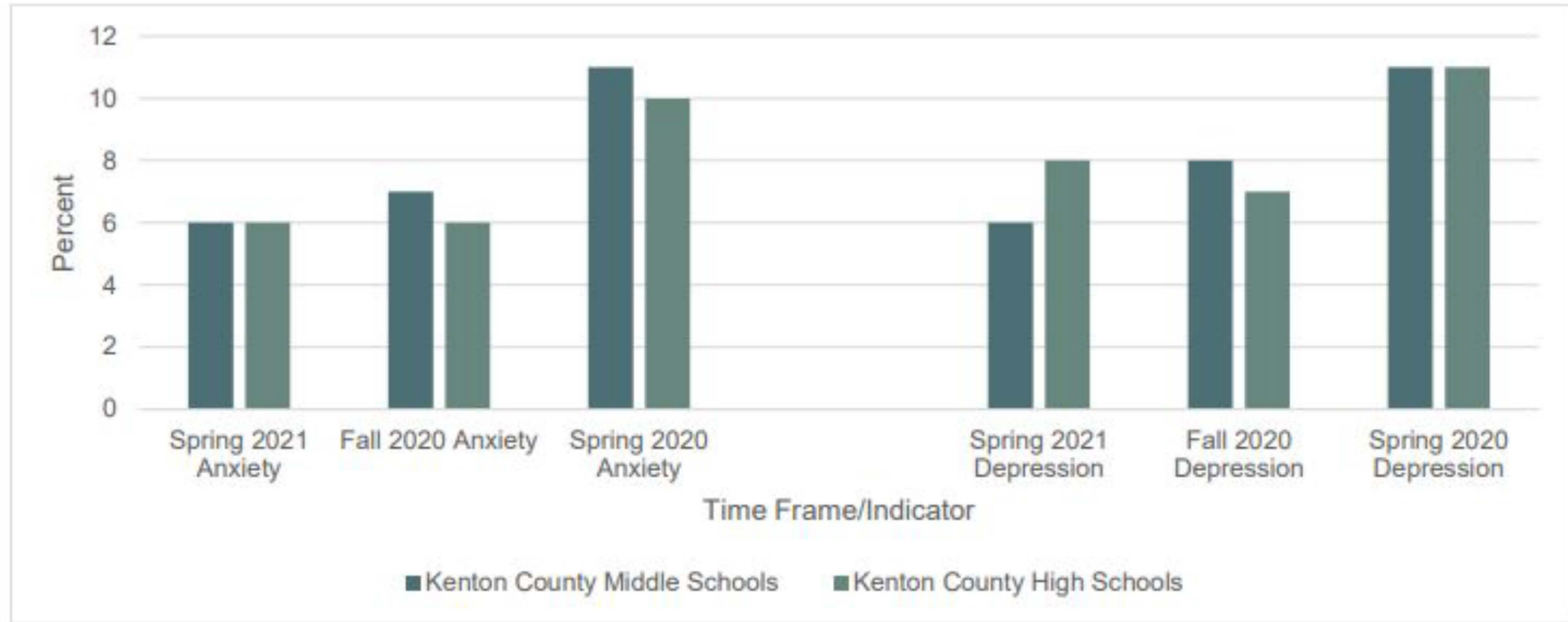
Resiliency/Risk  
Functioning,  
by Percentage

# NKY District Data Comparison 2021



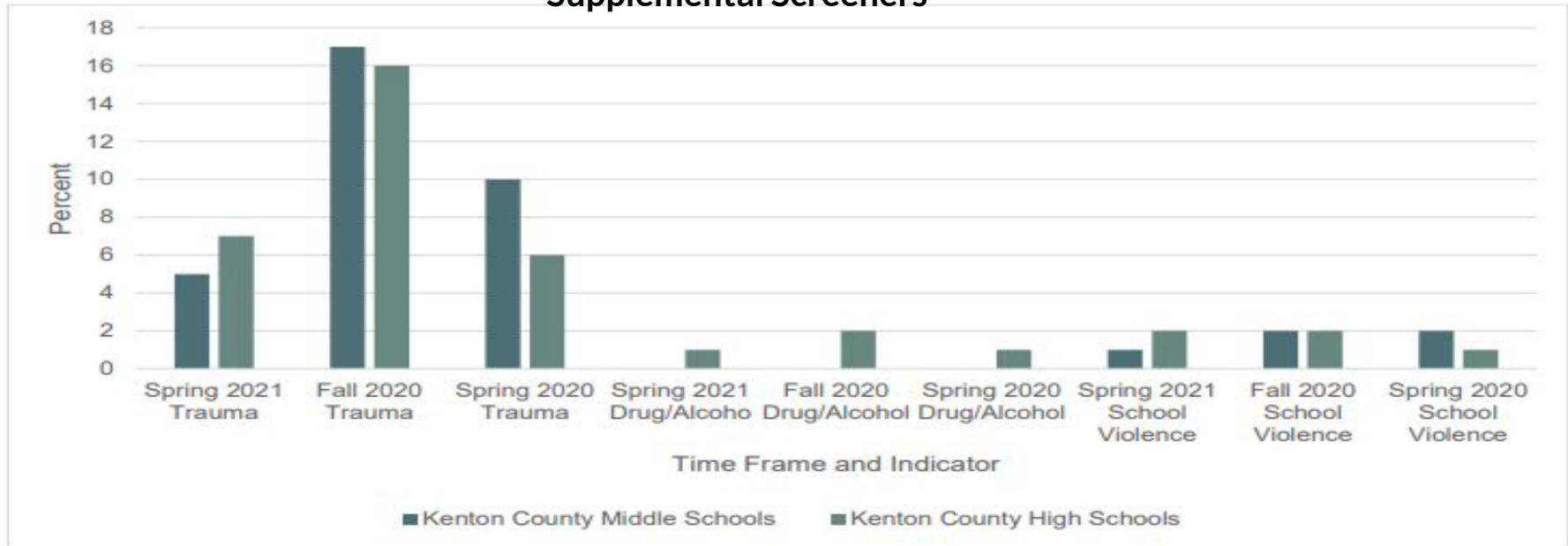
Participating NKY districts in addition to KCSD: Boone, Campbell County, Ludlow, Owen County, Fort Thomas, and Williamstown school districts

## Percentage of Middle and High School Students in the At Risk Range in the KCSD: Anxiety and Depression



The percentage of middle schools reporting high levels of anxiety and depression decreased 5% from the spring semester, 2020. For high school students, high levels of anxiety decreased by 4% from the spring semester, 2020 and high levels of depression decreased 3% over this same time frame.

## Percentage of Middle and High School Students in the At-Risk Range in the KCSD: Supplemental Screeners



The trauma screener remained the indicator with highest percentage of students in the At-Risk range across both school levels, although these percentages decreased since the fall semester of 2020. One percent of high school students reported difficulties with substance use (the rate was less than 1% among middle school students). Two percent or less of high school and middle students reported using aggression as a method to address conflicts at school, which is similar to prior semesters.

## Elementary Schools: KCSD Mean Scores for Each Domain

Domain	Spring 2020 Mean	Spring 2021 Mean	Mean Score Ranges
Global Satisfaction	4.69	4.91	1-6
Positive School Experiences	5.01	5.16	1-6
Hope	4.33	4.45	1-5
Ostracism *	1.87	1.92	1-5

Mean scores for all resiliency variables *slightly increased* across a one year time period. Global satisfaction had the largest mean increase from 4.69 in Spring 2019 and 4.91 in Spring of 2021.

*\*denotes a risk variable; higher score means higher level of perceived ostracism*

## Middle Schools: KCSD Mean Scores for Each Domain

Domain	Spring 2020 Mean	Spring 2021 Mean	Mean Score Ranges
Global Satisfaction	5.10	4.89	1-6
Positive School Experiences	4.88	4.78	1-6
Hope	4.65	4.43	1-6
Grit	3.56	3.37	1-5
Resiliency	4.22	4.04	1-5
Leadership	4.41	4.34	1-7
Personal Standards	5.18	5.01	1-7
Ostracism *	2.23	2.20	1-5

The opposite of the elementary schools was found at the middle school level. All resiliency indicators were *slightly lower* than what was reported in the Spring of 2020. The largest decrease was Positive School Experiences from 5.06 in Spring of 2020 to 4.78 in Spring of 2021.

*\*denotes a risk variable; higher score means higher level of perceived ostracism*

## High Schools: KCSD Mean Scores for Each Domain

Domain	Spring 2020 Mean	Spring 2021 Mean	Mean Score Ranges
Global Satisfaction	4.57	4.90	1-6
Positive School Experiences	4.94	4.60	1-6
Hope	4.90	4.60	1-6
Grit	3.56	3.46	1-5
Resiliency	4.29	4.03	1-5
Leadership	4.65	4.46	1-7
Personal Standards	5.51	5.14	1-7
Ostracism *	2.00	2.19	1-5

Similar to the middle schools, with the exception of global satisfaction, which increased from 4.57 to 4.90; mean scores were lower across the other resiliency indicators for high school students.

*\*denotes a risk variable; higher score means higher level of perceived ostracism*

# KCSD Areas of Celebration



- Percentage of students placed in the at-risk category on the Resiliency Continuum was reduced by 6% across a 1-year time period.
- 57% of KCSD students reported overall wellness in the optimal and average ranges, which is 10% higher than what was reported in the spring of 2020. *The overall movement of all students continues toward the positive end of the resiliency/risk continuum.*
- Middle & High schools data indicates a decrease in the number of students who are at-risk on the trauma screener due to effects from a traumatic event impacting their life in the past month.
  - Middle schools decreased the percentage of students from 17% in Fall of 2020 to 5% in Spring of 2021.
  - High schools decreased the number of students who reported experiencing effects from trauma in the past month from 16% in Fall of 2020 to 7% in Spring of 2021..

# KCSD Areas of Growth



- Mean scores for all resiliency variables decreased in middle school between Fall of 2020 and Spring of 2021.
- The highest percentage of students in the at-risk range continue to be found on the trauma screener.
  - The percentage has decreased from Spring 2020 to Spring 2021 and Fall 2020 to Spring of 2021.

# Next Steps: District Level

- Continue professional development with school counselors around the Terrace Metrics data reports, drilling down into grade level analysis and targeted skill deficits for individual students, and goal setting
- Continue to support schools with resources aligned to Terrace Metrics Risk/Resiliency areas through:
  - Counselor meetings
  - MTSS Tier 1 School Level Meetings
  - Continue to vet and develop resources aligned with Terrace Metrics for the pyramid
  - Suggested uses for Terrace Metrics curriculum
- Continue with Trauma Informed Care training at District Leadership, Counselor and Social Worker Meetings

## Next Steps: School Level

- Review school level report as a school administration team and identify areas to celebrate and areas of focus.
- Develop messaging to share plan with all stakeholders-teachers, SBDM
- Incorporate the identified areas of focus into Tier One SEL direct instruction for all students for the 21-22 school year through goal setting.
- MTSS team will continue to work with school level and individual student data
- Continue implementing Trauma Informed Care from District Leadership meetings with all teachers and staff

*It's about ALL kids.*