



Resiliency Skills Assessment Report

GUa d`Y School
Gdf]b[2011



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Contents

I.	Overview.....	3
II.	Impact of <i>G Wgg<]]\k Ung</i> Percentage of Student Improvement.....	6
	Overall Analysis	
	Student Resilience by Gender (if applicable)	
	Student Resilience by Race/Ethnicity (if applicable)	
	Student Resilience by Class (if applicable)	
III.	Means Comparison Analysis.....	12
IV.	Academic Risk and Success Profiles.....	13
V.	Individual Resiliency Analysis by Class.....	14
VI.	High-Risk and Resiliency Gains Analysis.....	17
VII.	Next Steps.....	18

I. Overview

The *Success Highways. Resiliency Skills Assessment Report* was compiled by collecting data from the *Success Highways: Revving Up* and *Moving On* early-warning assessments and reporting the results with comparisons to the district and to a norming sample of approximately 5,000 students.

At the beginning of the *Success Highways* program, 158 students from Sample School completed *Revving Up*. After participating in the program, 151 students completed *Moving On*, a modified version of the *Revving Up*.

OVERVIEW OF RESILIENCE

Theory and research has established that the six interrelated resiliency skills incorporated into *Success Highways* are associated with positive student development and academic success.¹ Helping all youth develop these skills will help them successfully navigate through their current academic and life challenges.

The resiliency skills include:

- **Importance of Education** refers to the degree to which students perceive education and college as being valuable to their future success.²
- **Confidence** refers to a student's academic self-efficacy, or the degree to which a student feels capable of successfully performing a variety of school-related tasks. Research shows that individuals who possess higher academic self-efficacy beliefs are more likely to persist when challenged with difficult academic materials and perform better during tests.³
- **Connections** refers to perceived availability of social support. A tremendous amount of research links the quality of social support systems to development and health. For example, research has indicated that perceived availability of social support consistently provides health benefits during times of stress.⁴
- **Stress** refers to one's ability to conserve emotional, psychological, and behavioral resources. Research has consistently found a very strong correlation between academic self-efficacy, confidence, and academic stress. This means that individuals with stronger academic confidence have the personal resources they need to manage the pressures associated with performing academic-related tasks.⁵
- **Well-Being** refers to the level of psychological and emotional distress experienced by a student. Living in situations characterized by high cumulative risk can result in chronic stress and health concerns.
- **Intrinsic Motivation** refers to the degree that a student is self-determined. This is derived from Deci and Ryan's self-determination theory, which stresses that intrinsic motivation occurs when students choose to perform a behavior because it is perceived as meaningful or enjoyable.⁶

1 Close, W., & Solberg, V. S. H. (2008). Predicting achievement, distress, and retention among lower income Latino youth. *Journal of Vocational Behavior*, 72(1), 31-42.

2 Baltes, P.B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, 52, 366-380.

3 Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman & Co.

4 Cohen, S., & Wills, T.A., (1985). Social support and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.

5 Torres, J.B., & Solberg, V.S.H. (2001). Role of self-efficacy, stress, social integration, and family support in Latino college student persistence and health. *Journal of Vocational Behavior*, 59, 53-63.

6 Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human development*. New York: Plenum.

DATA ANALYSIS

To measure students' resiliency skills, data is collected and disseminated through *Revving Up* and *Moving On*, an assessment which has been scientifically validated to measure the six resiliency skill areas.⁷ As of Fall 2010, approximately 40,000 students have taken *Revving Up*. The validation sample consisted of a geographically and racially diverse sample of approximately 5,000 students.

RESILIENCE AS AN ACADEMIC PREDICTOR

In a study designed to test the predictability of resiliency on academic performance, researchers tracked the high school outcomes of nearly 5,000 students who completed *Revving Up* the summer before entering high school.⁸

- Using a composite index that consisted of attendance, grades, and behavior incidents over the course of up to three years, the researchers determined that students who demonstrated high academic success up to three years into high school had reported significantly higher ratings for all 18 subscales than students who demonstrated low academic success.
- Moreover, five of the resiliency sub-scales were found to be most predictive of academic achievement: Importance of College, Meaningful Motivation, Classroom Confidence, Physical Symptoms, and Academic Stress.

The findings in this study are instrumental in that they facilitate a comparison of your school's resiliency data to the resiliency benchmarks derived from academically successful and failing students. Throughout this report, the following student profiles are utilized to give you a sense of your students' areas of strength as well as those areas in need of improvement:

- The **Risk Profile** is comprised of students who are most at-risk. Students in your school who fit within the *Risk Profile* have similar resiliency scores to students who have either dropped out and/or haven't done well in high school without support or intervention.
- The **Success Profile** is comprised of students who are expected to do well academically. Students in your school who fit within the *Success Profile* have similar resiliency scores to students who were enrolled and passing all courses.
- The **Academic Risk Index**TM indicates a student's level of risk of academic failure based on that student's responses to five sub-scales that have been shown to be most predictive of future academic performance. For example, an *Academic Risk Index* score of 75% indicates that 75% of students with a similar subscale profile in the ninth grade have subsequently been academically unsuccessful, dropped out of high school or failed more than two courses per year.

7 Gillis, S.A. & Sidivy, S.K. (2008). Technical validation study for Success Highways (ScholarCentric 2008).

8 Solberg, V. S. H., Davis, A. & McLemore, C. (2010). Examining Success Highways Resiliency Assessments as an Indicator of Academic Success (ScholarCentric 2010).

CONTENTS

1) Aggregated Data Analyses (includes all of your students who have completed *Moving On*)

- **Means Comparison Analysis**
 - Compares aggregated school and district (if applicable) results to established averages of academically successful and at-risk students.
- **Academic Risk and Success Profile Analysis**
 - Presents a comparison of the percentages of your students whose resiliency scores fit within the Risk and Success Profiles. Also includes the overall percentage of at-risk students in the pre- and post-tests as determined by the *Academic Risk Index*.

2) Disaggregated Data Analyses (conducted at the individual student level)

- **Individual Resilience Analysis by Class**
 - Outlines individual resilience data and percentages of improvement.
- **High Risk and Resiliency Gains Analysis**
 - Illustrates individual student results across each skill and provides a total risk profile score for educators to easily address unique resiliency needs; also includes individual percentages of improvement.

Additional information on the calculations and thresholds utilized within this report can be obtained by contacting ScholarCentric.

Please feel free to contact us at anytime with any questions you may have:

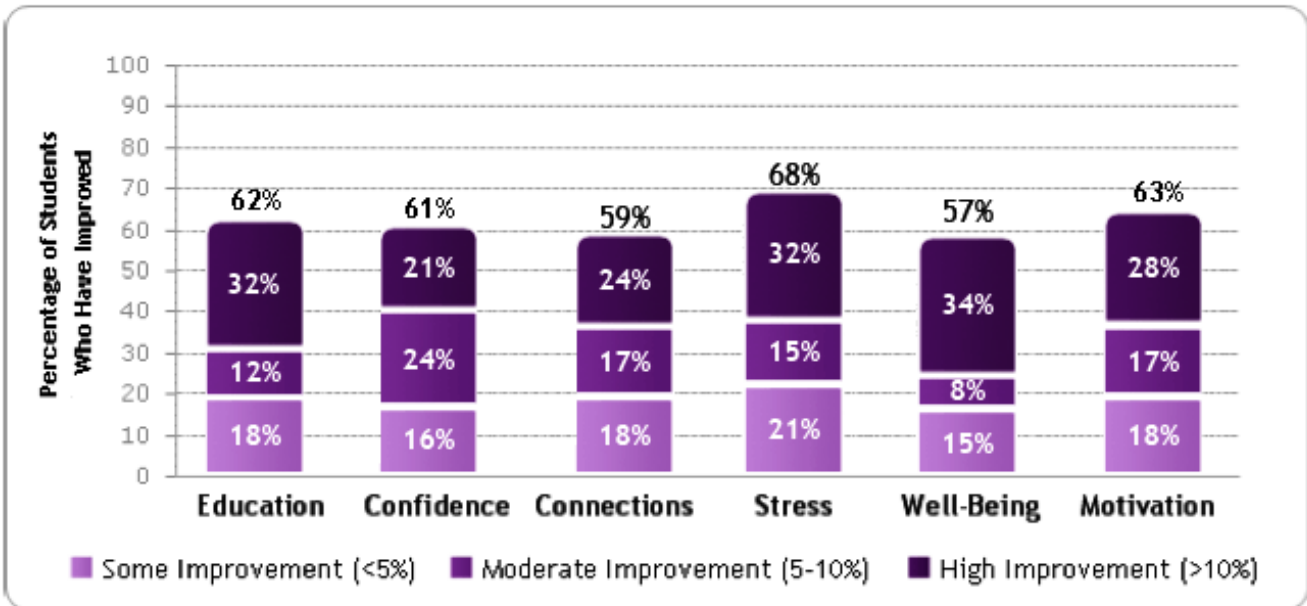
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II. Impact of *Success Highways: Moving On* Percentage of Student Improvement

The graph below plots the overall percentage of students who demonstrated improvement in each of the six resiliency skills.

Overall Analysis

A total of 151 students from Sample School completed the *Success Highways: Moving On* assessment. Of these students, pre/post test comparison data was available for a total of 151 students.



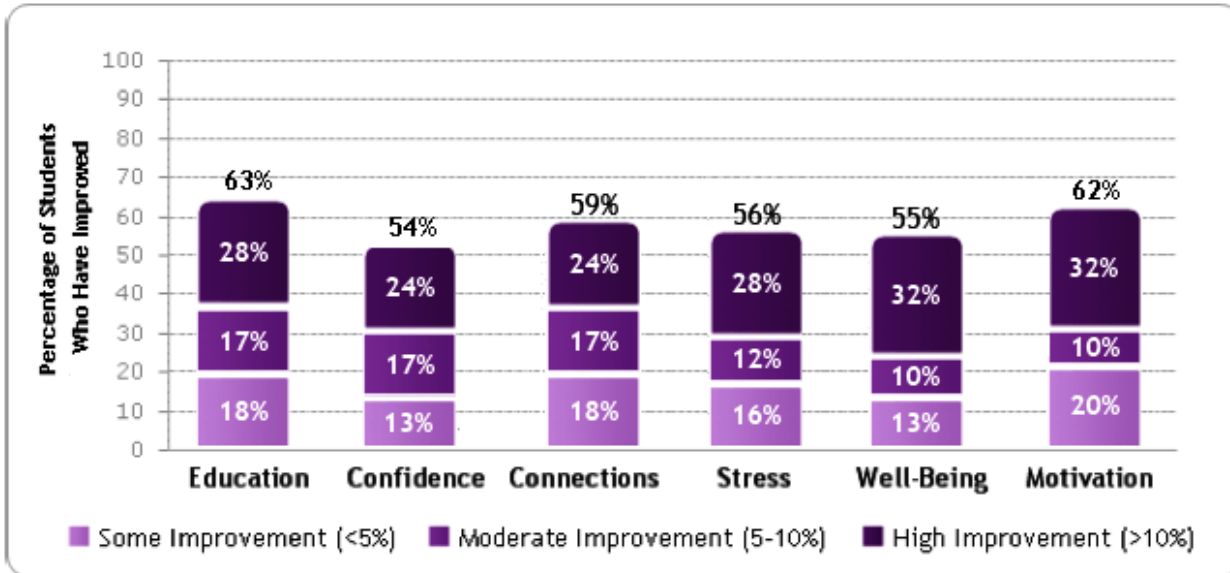
II. Impact of *Revving Up* and *Moving On* Percentage of Student Improvement for Sample School

The following graphs show analyses of student improvement by gender. Please note that students who did not indicate their gender are not included in this section.

Improvement by Gender

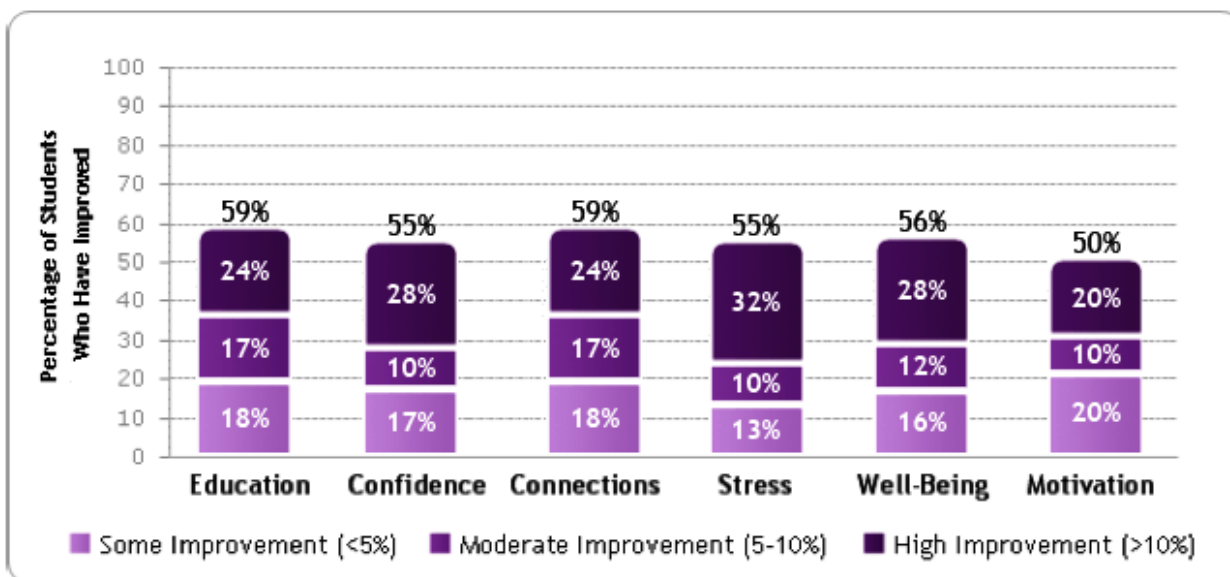
Male Students

A total of 73 male students completed both *Revving Up* and *Moving On* assessments.



Female Students

A total of 79 female students completed both *Revving Up* and *Moving On* assessments.



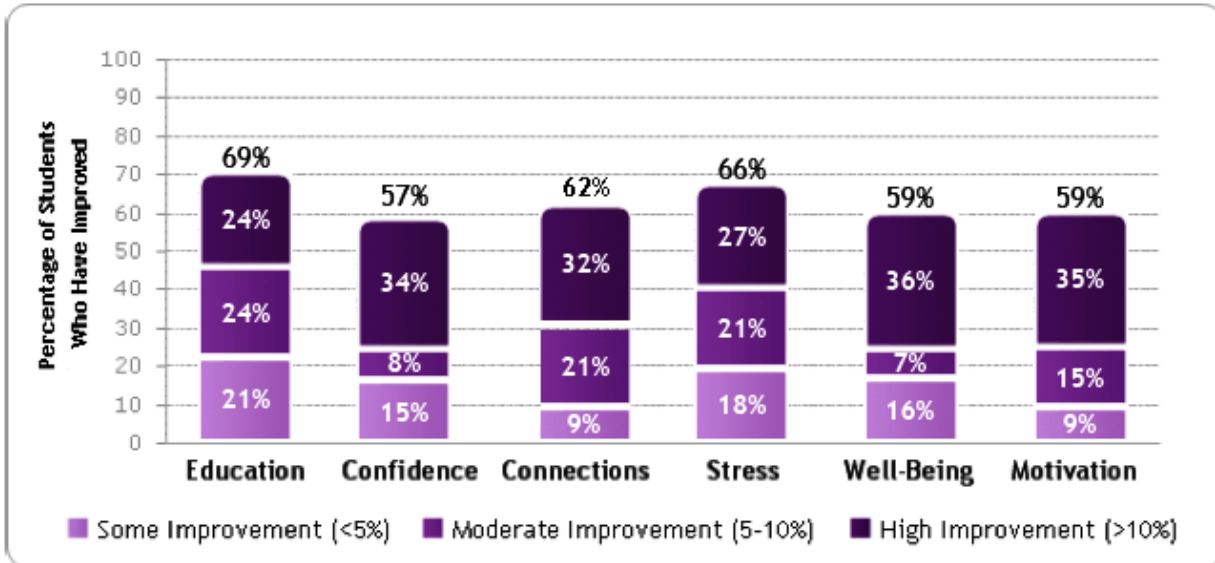
II. Impact of *Revving Up* and *Moving On*: Percentage of Student Improvement for Sample School

The following graphs show analyses of student improvement by race/ethnicity. Please note that students who did not indicate their race/ethnicity are not included in this section.

Improvement by Race/Ethnicity

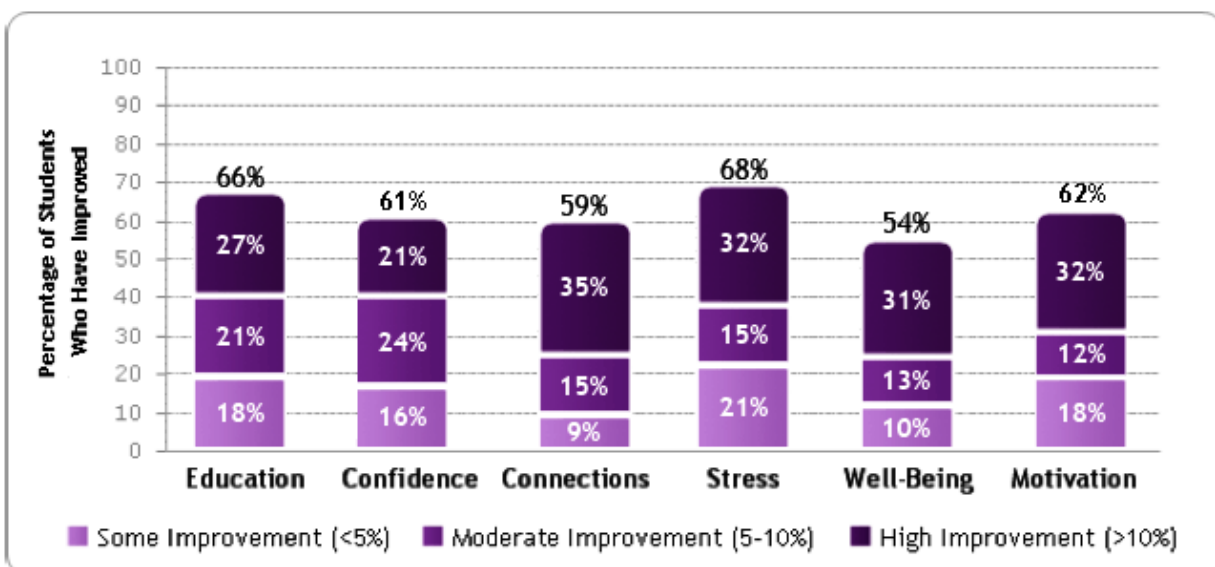
White Students

A total of 27 White students completed both *Revving Up* and *Moving On* assessments.



African American/Black Students

A total of 33 African American/Black students completed both *Revving Up* and *Moving On* assessments.



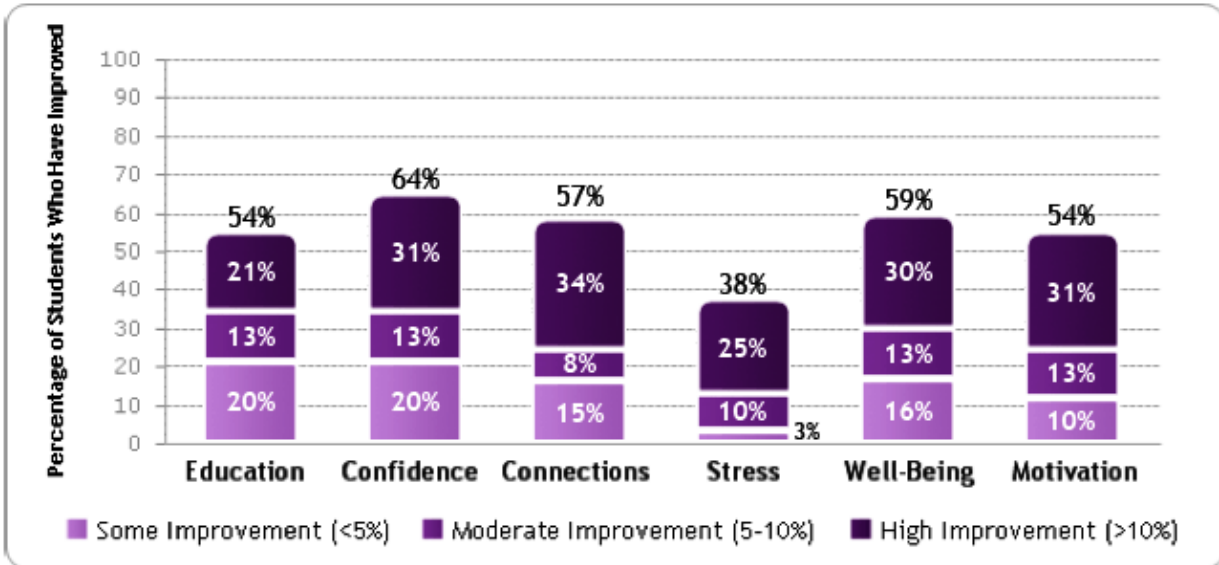
II. Impact of *Revving Up* and *Moving On* Percentage of Student Improvement for Sample School

The following graphs show analyses of student improvement by race/ethnicity. Please note that students who did not indicate their race/ethnicity are not included in this section.

Improvement by Race/Ethnicity

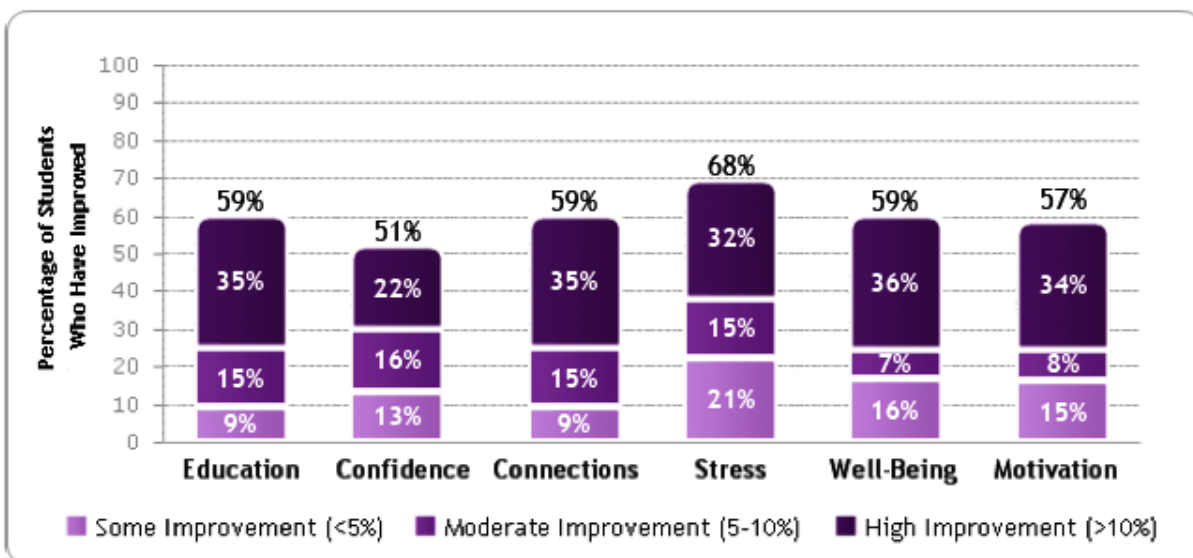
Native American Students

A total of 21 Native American students completed both *Revving Up* and *Moving On* assessments.



Asian/Pacific Islander Students

A total of 24 Asian/Pacific Islander students completed both *Revving Up* and *Moving On* assessments.



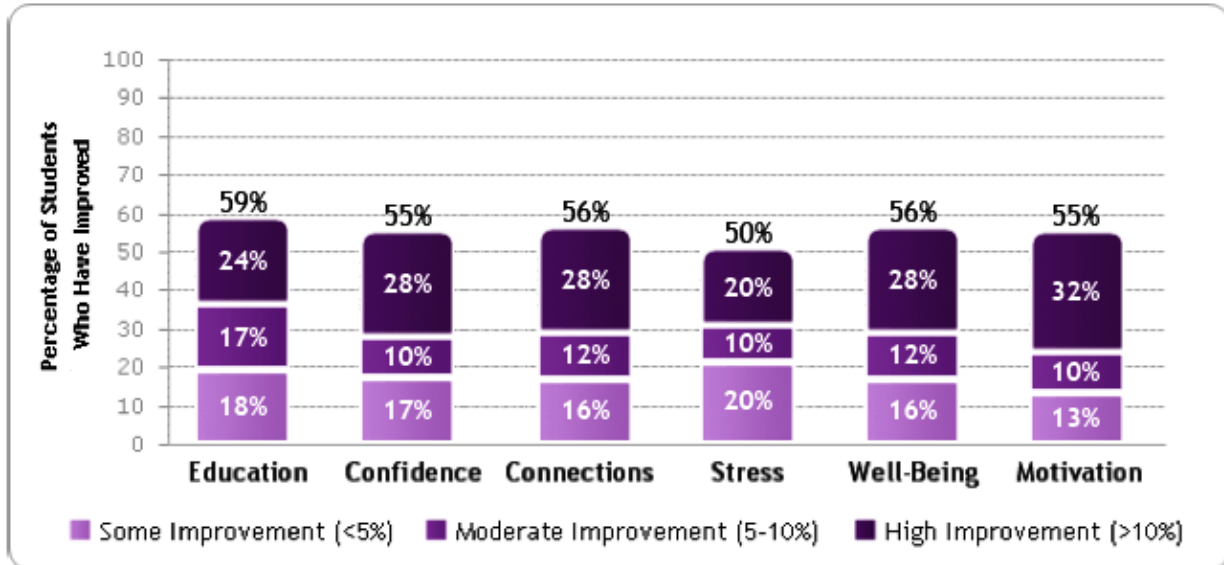
II. Impact of *Revving Up* Percentage of Student Improvement for Sample School

The following graphs show analyses of student improvement by race/ethnicity. Please note that students who did not indicate their race/ethnicity are not included in this section.

Improvement by Race/Ethnicity

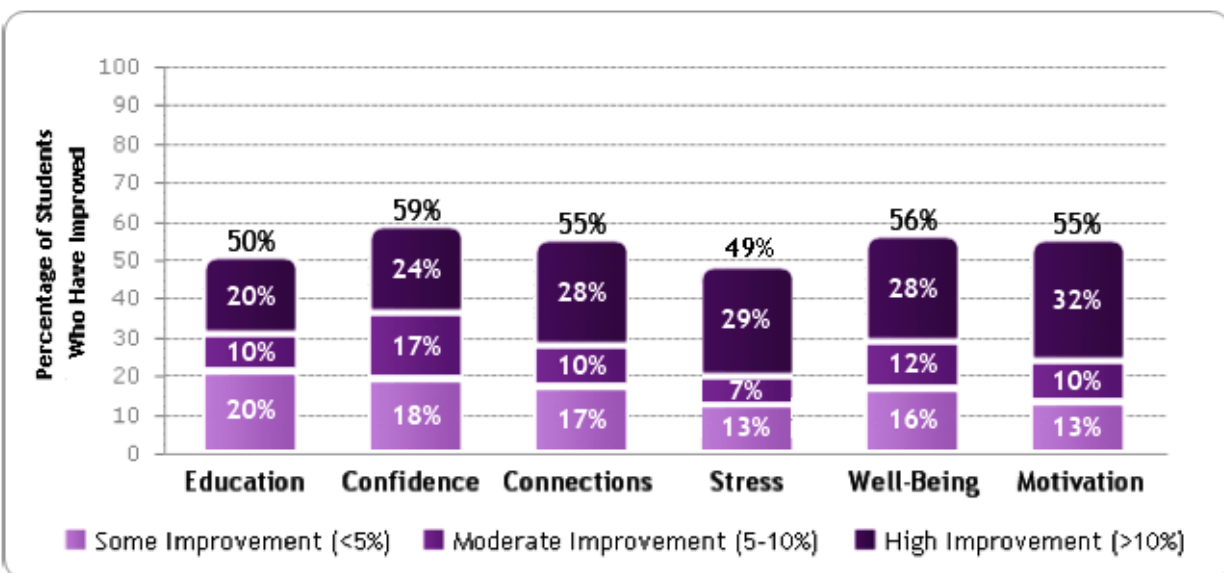
Hispanic and/or Latino Students

A total of 26 Hispanic and/or Latino students completed both *Revving Up* and *Moving On* assessments.



Other/More than One Students

A total of 20 Other/More than One students completed both *Revving Up* and *Moving On* assessments.



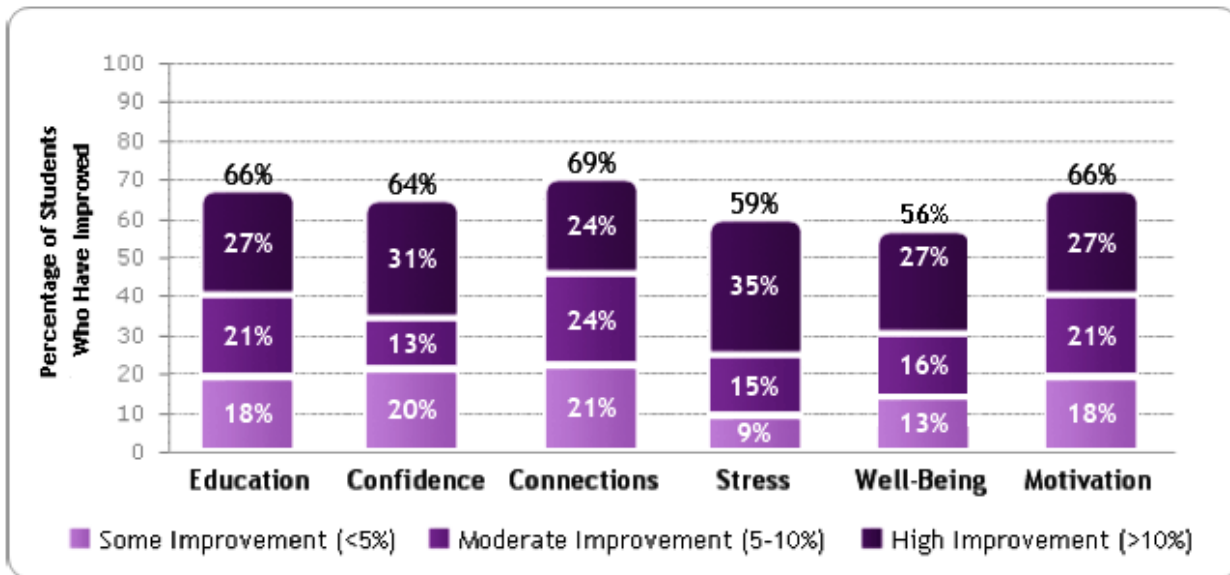
II. Impact of *Revving Up* Percentage of Student Improvement for Sample School

The following graphs show analyses of student improvement by class. Please note that students who did not indicate their class number are not included in this section.

Improvement by Class

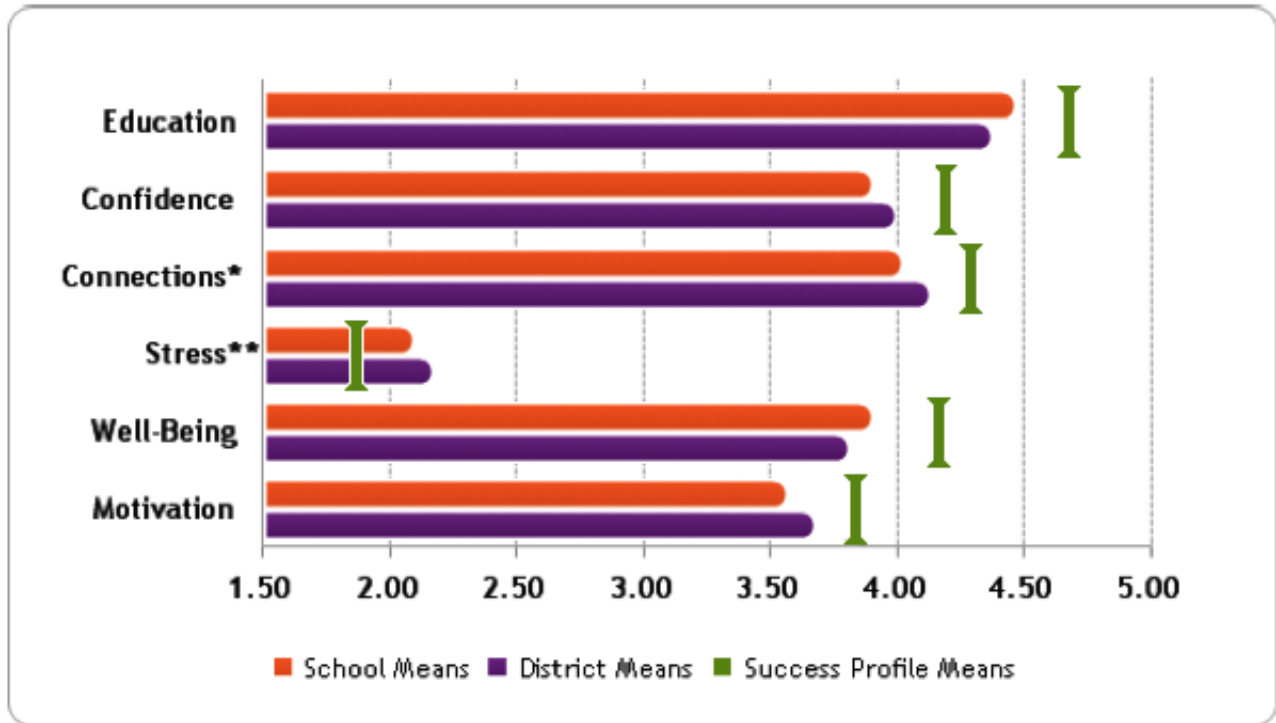
Class 1

A total of 45 students from Class 1 completed both *Revving Up* and *Moving On* assessments.



III. Means Comparison Analysis for Sample School

The graph below provides an overview of where your students as a group score on the post-test as compared to the *Success Profile* means. By providing the means of successful students your school can easily see whether your students are experiencing more than typical risk in a resiliency area. This data can be used by your school to determine how much overall improvement is needed and which resiliency areas generally need the most attention.



	Education	Confidence	Connections	Stress	Well-Being	Motivation
Success Profile Means	4.64	4.15	4.25	1.85	4.13	3.81
District Means	4.45	3.82	4.00	2.06	3.84	3.54
Sample School Means	4.37	3.99	4.10	2.21	3.78	3.69

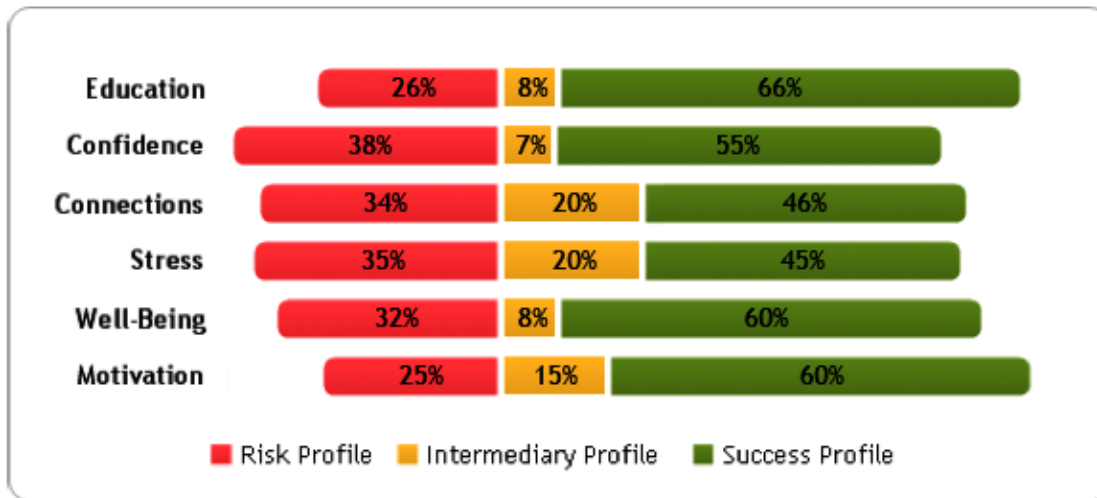
* Because the Connections measure is comprised of distinctly different sub-categories we've listed the sub-measure means for students at Sample School: Teacher Connections = 3.94, Family Connections = 4.41 and Peer Connections = 4.13.

** Unlike the other skills, Stress is unique in that it is a negative condition. Therefore, please note that a Stress mean *lower* than the *Success Profile* Mean is desirable.

IV. Academic Risk and Success Profiles for Sample School

School-Wide Analysis

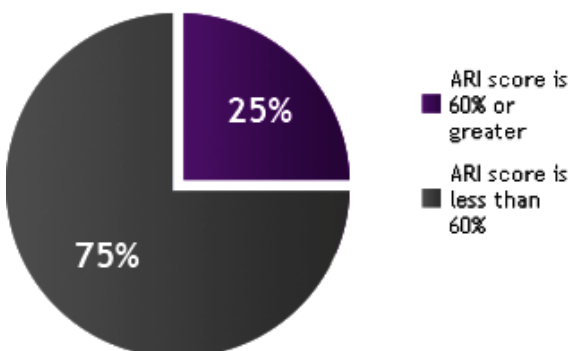
While the *Means Comparison Analysis* offers a good overview of how your students compare with Risk, Success, and District norms, the below chart may account for outliers within the group who may be pulling the means up or down. This display shows the percentages of students who fit within the *Risk*, *Intermediary*, and *Success Profiles*. Your school can use this information to further target areas most in need of improvement.



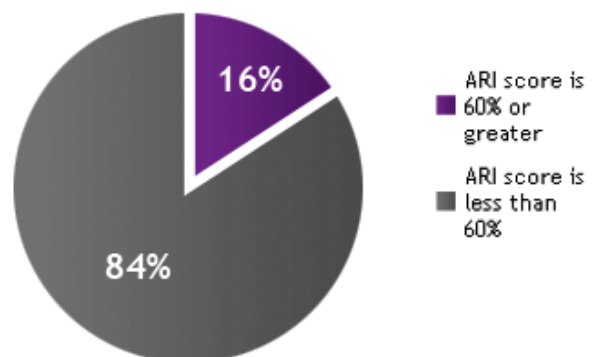
Academic Risk Index

The *Academic Risk Index* indicates each student’s level of risk of academic failure based on that student’s responses to five sub-scales proven to be most predictive of future academic performance.⁹ Below is a chart that shows the percentage of students who had an *Academic Risk Index* score of 60% or higher. This information is useful in that it illustrates the portion of your student population that is most in need of intervention.

Students Most At-Risk (Pre-Test)



Students Most At-Risk (Post-Test)



⁹ Solberg, V.S.H, Davis, A. & McLemore, C. (2010). Resiliency as an indicator of academic success. (ScholarCentric, 2010).

V. Individual Resiliency Analysis by Class for Sample School

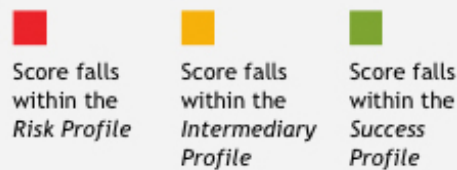
The following analysis illustrates whether each student scored within the *Risk*, *Intermediary*, or *Success Profiles* for each resiliency skill and is separated by class. Teachers and guidance counselors can use this data to target areas of most-needed improvement both at the class and the individual student level.

Class 1

Academic Risk Index Key



Academic Profile Scores



Improvement Gains

↑ Indicates the percentage of improvement gained from pre-test to post-test. A dash indicates no improvement occurred.

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
601009664		Red ↑ 10%	Red ↑ 2%	Orange ↑ 6%	Green ↑ 5%	Green ↑ 36%	Green ↑ 13%
601010508	Light Purple	Red ↑ 25%	Red ↑ 3%	Red ↑ 7%	Red ↑ 21%	Red —	Red ↑ 25%
602009728		Green ↑ 3%	Green ↑ 3%	Green —	Orange —	Red ↑ 5%	Green ↑ 8%
602011102		Orange ↑ 4%	Orange ↑ 1%	Red ↑ 4%	Orange ↑ 3%	Green ↑ 5%	Orange —
602028520		Orange —	Green ↑ 9%	Orange ↑ 34%	Green —	Green ↑ 28%	Green ↑ 2%
602028859	Light Purple	Red ↑ 9%	Red ↑ 10%	Red ↑ 13%	Orange ↑ 10%	Orange —	Red ↑ 13%
602030021		Green ↑ 3%	Green ↑ 10%	Green ↑ 8%	Green ↑ 9%	Red ↑ 4%	Green ↑ 7%
603020911		Green ↑ 13%	Orange —	Orange ↑ 5%	Green ↑ 24%	Green ↑ 8%	Green ↑ 3%
603024092		Green ↑ 4%	Green ↑ 2%	Green ↑ 3%	Green —	Red ↑ 14%	Green —
603026770	Light Purple	Red ↑ 5%	Red ↑ 13%	Orange —	Red ↑ 36%	Orange ↑ 6%	Red ↑ 3%
603027249		Green ↑ 36%	Green ↑ 5%	Green ↑ 2%	Green ↑ 5%	Green ↑ 1%	Green ↑ 3%
603036610		Orange ↑ 5%	Green ↑ 30%	Orange ↑ 10%	Orange ↑ 13%	Green ↑ 28%	Green ↑ 5%
603037062		Orange ↑ 9%	Green ↑ 5%	Green ↑ 27%	Green —	Green ↑ 5%	Green ↑ 40%
603055529		Orange ↑ 5%	Red ↑ 10%	Green —	Green ↑ 9%	Orange ↑ 33%	Green ↑ 41%
603078314		Green ↑ 4%	Orange ↑ 1%	Green ↑ 1%	Green ↑ 2%	Green ↑ 20%	Orange —
604135210	Light Purple	Red ↑ 10%	Orange ↑ 18%	Red ↑ 15%	Red —	Orange ↑ 21%	Red ↑ 13%
605033667		Green ↑ 2%	Red ↑ 42%	Green ↑ 14%	Green ↑ 9%	Orange ↑ 2%	Green ↑ 11%

*The *Academic Risk Index* represents the actual percentage of students in the norming group with the same or higher composite risk score who subsequently experienced academic failure or dropped out of high school. The composite score is determined by a prediction formula utilizing the five sub-scales shown to be most predictive of academic performance.

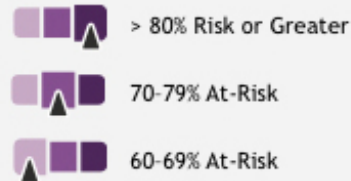
Academic Risk Index scores are only reported for students scoring 60% at-risk or greater.

V. Individual Resiliency Analysis by Class for Sample School

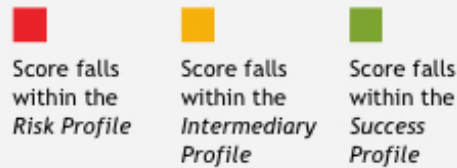
The following analysis illustrates whether each student scored within the *Risk*, *Intermediary*, or *Success Profiles* for each resiliency skill and is separated by class. Teachers and guidance counselors can use this data to target areas of most-needed improvement both at the class and the individual student level.

Class 2

Academic Risk Index Key



Academic Profile Scores



Improvement Gains

Indicates the percentage of improvement gained from pre-test to post-test.
 A dash indicates no improvement occurred.

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
67104057		↑ 3%	↑ 13%	↑ 6%	↑ 3%	—	—
600002158		↑ 2%	↑ 8%	↑ 7%	↑ 2%	↑ 16%	↑ 38%
600003947		↑ 3%	↑ 15%	↑ 9%	↑ 10%	↑ 5%	↑ 2%
602019564		↑ 2%	↑ 2%	—	—	↑ 3%	—
602027195		—	↑ 13%	↑ 10%	—	↑ 16%	↑ 17%
602030978		↑ 13%	↑ 5%	—	↑ 2%	—	—
602055069		↑ 8%	↑ 6%	—	↑ 13%	↑ 13%	↑ 4%
603012383		↑ 5%	↑ 7%	↑ 5%	↑ 5%	—	↑ 3%
603013458		↑ 3%	—	↑ 3%	—	—	↑ 2%
603023109		↑ 15%	↑ 26%	↑ 22%	—	↑ 14%	↑ 9%
603027231		↑ 15%	↑ 5%	↑ 1%	↑ 24%	—	↑ 3%
603031969		↑ 5%	↑ 3%	↑ 13%	↑ 3%	—	↑ 2%
603041299		↑ 4%	↑ 2%	↑ 8%	↑ 2%	↑ 4%	↑ 5%
603079236		↑ 10%	↑ 13%	↑ 15%	↑ 12%	—	↑ 3%
604123783		—	—	↑ 3%	↑ 5%	↑ 22%	—
605031859		↑ 6%	—	↑ 2%	↑ 3%	—	↑ 2%
606117894		↑ 7%	↑ 3%	↑ 17%	↑ 5%	↑ 2%	↑ 13%
609104373		↑ 30%	↑ 29%	—	↑ 4%	—	↑ 5%

*The *Academic Risk Index* represents the actual percentage of students in the norming group with the same or higher composite risk score who subsequently experienced academic failure or dropped out of high school. The composite score is determined by a prediction formula utilizing the five sub-scales shown to be most predictive of academic performance.

Academic Risk Index scores are only reported for students scoring 60% at-risk or greater.

V. Individual Resiliency Analysis by Class for Sample School

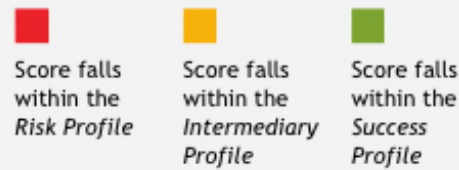
The following analysis illustrates whether each student scored within the *Risk*, *Intermediary*, or *Success Profiles* for each resiliency skill and is separated by class. Teachers and guidance counselors can use this data to target areas of most-needed improvement both at the class and the individual student level.

Class 3


Academic Risk Index Key



















































































































Academic Profile Scores



Improvement Gains

 Indicates the percentage of improvement gained from pre-test to post-test.
 A dash indicates no improvement occurred.

Student ID	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
605051439		 ↑ 8%	 ↑ 4%	 ↑ 3%	 ↑ 5%	 –	 ↑ 16%
607081188		 ↑ 4%	 ↑ 10%	 ↑ 8%	 ↑ 2%	 ↑ 4%	 –
607105087		 ↑ 5%	 ↑ 10%	 –	 ↑ 23%	 ↑ 19%	 ↑ 7%
607107250		 ↑ 2%	 ↑ 15%	 ↑ 20%	 –	 ↑ 4%	 ↑ 14%
607109391		 ↑ 8%	 ↑ 4%	 ↑ 10%	 ↑ 5%	 ↑ 2%	 ↑ 9%
607109590		 ↑ 3%	 ↑ 1%	 ↑ 1%	 ↑ 3%	 –	 ↑ 3%
609028928		 ↑ 2%	 –	 ↑ 4%	 ↑ 32%	 –	 ↑ 2%
609031051		 –	 –	 ↑ 4%	 ↑ 9%	 ↑ 10%	 ↑ 13%
609081094		 ↑ 7%	 ↑ 28%	 ↑ 10%	 ↑ 3%	 ↑ 17%	 ↑ 3%
609116658		 –	 –	 –	 ↑ 2%	 –	 ↑ 8%
610039336		 ↑ 4%	 ↑ 9%	 ↑ 10%	 ↑ 13%	 ↑ 8%	 ↑ 4%
610088208		 ↑ 9%	 ↑ 9%	 –	 –	 ↑ 12%	 ↑ 5%
670970323		 ↑ 19%	 –	 ↑ 14%	 ↑ 3%	 ↑ 6%	 ↑ 8%
671100097		 –	 ↑ 12%	 ↑ 3%	 ↑ 8%	 –	 –
671107171		 –	 –	 ↑ 2%	 ↑ 4%	 ↑ 12%	 ↑ 22%
671187217		 –	 ↑ 4%	 ↑ 9%	 ↑ 5%	 –	 ↑ 7%
671231341		 ↑ 3%	 –	 ↑ 4%	 ↑ 10%	 ↑ 5%	 ↑ 2%
695022128		 ↑ 2%	 ↑ 9%	 –	 –	 ↑ 34%	 ↑ 13%

*The *Academic Risk Index* represents the actual percentage of students in the norming group with the same or higher composite risk score who subsequently experienced academic failure or dropped out of high school. The composite score is determined by a prediction formula utilizing the five sub-scales shown to be most predictive of academic performance.

Academic Risk Index scores are only reported for students scoring 60% at-risk or greater.

VI. High-Risk Analysis for Sample School

The *High-Risk Analysis* includes those students who have an *Academic Risk Index* score of 60% or higher. This information can enable a school to provide targeted interventions for those students who are most at-risk of dropping out and/or experiencing academic failure.

A total of 151 students from Sample School completed *Moving On*. Of these students, a total of 24 are included in the *High-Risk Analysis*.

Academic Risk Index Key

- > 80% Risk or Greater
- 70-79% At-Risk
- 60-69% At-Risk

Academic Profile Scores

- Score falls within the *Risk Profile*
- Score falls within the *Intermediary Profile*
- Score falls within the *Success Profile*

Improvement Gains

↑ Indicates the percentage of improvement gained from pre-test to post-test.
A dash indicates no improvement occurred.

Student ID	Class #	Academic Risk Index*	Education	Confidence	Connections	Stress	Well-Being	Motivation
601010508	1		↑ 25%	↑ 3%	↑ 7%	↑ 21%	—	↑ 25%
602019564	2		↑ 2%	↑ 2%	—	—	↑ 3%	—
602023647	2		—	—	—	↑ 6%	↑ 6%	—
602028859	1		↑ 9%	↑ 10%	↑ 13%	↑ 10%	—	↑ 13%
603079236	2		↑ 10%	↑ 13%	↑ 15%	↑ 12%	—	↑ 3%
609030234	2		—	↑ 5%	—	↑ 13%	—	↑ 5%
609031051	3		—	—	↑ 4%	↑ 9%	↑ 10%	↑ 13%
67104057	2		—	↑ 13%	↑ 15%	↑ 12%	—	—
600003947	3		↑ 6%	—	—	↑ 7%	—	↑ 7%
603026770	1		↑ 5%	↑ 13%	—	↑ 36%	↑ 6%	↑ 3%
604135210	1		↑ 10%	↑ 18%	↑ 15%	—	↑ 21%	↑ 13%
607109391	3		↑ 8%	↑ 4%	↑ 10%	↑ 5%	↑ 2%	↑ 9%
609104373	1		↑ 30%	↑ 29%	—	↑ 4%	—	↑ 5%
610039336	3		↑ 4%	↑ 9%	↑ 10%	↑ 13%	↑ 8%	↑ 4%
67104057	2		↑ 3%	↑ 13%	↑ 6%	↑ 3%	—	—
671231341	3		↑ 3%	—	↑ 4%	↑ 10%	↑ 5%	↑ 2%
600003947	2		↑ 3%	↑ 15%	↑ 9%	↑ 10%	↑ 5%	↑ 2%

*The Academic Risk Index represents the actual percentage of students in the norming group with the same or higher composite risk score who subsequently experienced academic failure or dropped out of high school. The composite score is determined by a prediction formula utilizing the five sub-scales shown to be most predictive of academic performance.

VII. Next Steps

This *Resiliency Skills Assessment Report* has been prepared to help your school determine the efficacy of your intervention, such as *My Success Roadmap*, as well as target which students have additional intervention needs. While some or most students have made progress through their participation in the *My Success Roadmap* curriculum or alternative interventions, additional interventions may be needed for some in order to reinforce, maintain, or expand their learning.

Interventions

Whether additional interventions are needed for all students, or a subset of students, the following implementation models are important to consider:

- Classroom instruction to continue to develop resiliency skills for all students
- Middle school or freshman bridge programs to provide ongoing support for youth through critical transition times
- Response to Intervention Tier I or Tier II social-behavioral interventions
- Advisory sessions for counselors and individual students
- Extended learning or after-school programs for targeted classes

After reviewing their resiliency data, educators can:

Use additional *Success Highways* curriculum to further enhance resiliency skills:

- *My Roadmap to the Future* reinforces and expands the resiliency skills developed in *My Success Roadmap*. It includes 12, 45-minute lessons with kinesthetic activities to engage students and continue skill-building. Success Itineraries prompt students to create action plans with defined timelines and milestones.

Design their own solution to expand upon the skills learned in *My Success Roadmap* or other interventions:

- Classroom teachers can incorporate the skills into their daily lesson plans.
- Pull-out or after-school program instructors can design small group activities that reinforce the six resiliency skills.
- Counselors and students can use the data in individual student reports to have productive and meaningful one-on-one discussions.

For additional intervention strategies, including specific questions or pricing on the *Success Highways* intervention, please contact your ScholarCentric regional account expert at 800-995-8779 or visit www.ScholarCentric.com.