



# DEVELOPMENTAL RELATIONSHIPS REPORT GUIDE

#### Welcome to the Developmental Relationships Report!

<u>Developmental relationships</u> are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Through decades of research, <u>Search Institute</u> has identified **five elements** that make relationships powerful in young people's lives. Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives.

## What the Survey Measures: The Developmental Relationships Framework

Express Care	The degree to which adults show students that they matter
Challenge Growth	The degree to which adults push them to get better
Provide Support	The degree to which adults help them achieve goals
Share Power	The degree to which adults show them respect and give them a say
Expand Possibilities	The degree to which adults connect them with new people, places, and ideas
	To read more about developmental relationships, click here.

#### A video overview of the contents of this guide can be viewed:

October Report (explanation of results for one timepoint)

\*\*NEW\*\* January Report (explanation of tabs comparing results over time)

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# Survey Instrument

The BTSC Developmental Relationships survey instrument consists of:

- 20 multiple choice items with a frequency response scale
- 3 free response items

Each multiple choice item on the survey corresponds to a particular element:

Element	Number of Items
Express Care	5
Challenge Growth	4
Provide Support	4
Share Power	4
Expand Possibilities	3

The survey also collects the student's name, ID, and email address.

# **Analysis Approach**

Student responses are given a point value of 1 through 5 and grouped into three categories: Weak, Moderate, and Strong.

Response	Never	Rarely	Sometimes	Often	Almost Always
Point Value	1	2	3	4	5
Category	Weak		Moderate	Str	ong

These point values and categories are used to generate several metrics in the report.

# Navigating the Report (including new tabs)

The survey report now includes the following tabs, including **three tabs new to the January report**, allowing us to compare results over time:

Tab	Purpose	Screenshot
(new) Tab 1: Trends Over Time	Allows for comparison between October and January survey results for overall relationship strength and by relationship element.	Sature for an analysis of the second
(new) Tab 2: Change in Relationship Strength	Illustrates how individual students' developmental relationship strength changed over time or stayed the same. Allows us to create lists of students who changed or stayed the same.	Contract of the second of
(new) Tab 3: Student Group Comparisons	Allows us to look at variation in overall relationship strength by important student characteristics, including race/ethnicity, gender, and EL Status.	
<u>Tab 4: Overall</u> <u>Summary</u>	Provides "headline" information about the overall strength of relationships in the school, by student and by element	And State Sta
<u>Tab 5:</u> <u>Student Report</u>	Presents the full survey responses for an individual student	Antipartic and antipartic antipa
<u>Tab 6:</u> <u>Question Analysis</u>	Displays distribution of responses by item on the survey, allowing for closer examination of what students said about a particular element	

<u>Tab 7:</u> Question Drill Down	Allows for creation of lists of students based on their responses to specific items on the survey. E.g. A list of all students who answered "Never" to item 3	
<u>Tab 8:</u> <u>Student Drill Down</u>	Allows for the creation of lists of students based on criteria, including strength of relationship and demographics. E.g. A list of all students with moderate relationships who are also male and Latinx	And

# Tab 4: Developmental Relationships Overall Summary (one timepoint only)

		Developmental Relatio	onships Overall Summary aber 2020		
Select School; Zz	Kileri a Bara Dilati	-	Relati Caniler	Kelect Tradick Lawrence States	Erlert Erdernenwir Deter
Citrik on Percentages (%) in Brit	<b>32%</b> of stadents have STR developmental relation 14 of 44 total stude	) ONG ships set5	25% of students have MODERATE developmential milationships 11 of 44 total students	d of stadents dervicesmen 19 of 44 s	3% have WEAK al ordationships otal students
Responses by Element	Elignin Can	Challing: Growth	Provide Support	Shart Press	Equal Problem
This section displays the distribution of tespones across all items answered for each element. Responses are grouped ano composites found on the strength of relationships fory indicate.	358	425	- 05	445	37%
Seneg: "Alatest Always" or "Offes" Moderate: "Sometimer" Mode: "Rately" or "Never"	295	175	215	145	195
NOTE: Bass select percentage of total reposes, not percentage of suddens. Because the number of neurony mass compareding to each channest rarses, and items that matterns of basis are resulted from our analysis, the ensist number of neuponess monitorid varies between cleanans.	45%	416	15	45	415
	Number of Resonance 97	Mustar of Barrowsen 18	Number of Recorders 76	Number of Responses: 73	Burber of Resources 17

**Section 1: Strength of Relationships** Displays percentage of **students** experiencing strong, moderate, or weak relationships

Section 2: Responses by Element Displays the distribution of **total responses** for items related to each of the 5 elements

#### Section 1: Strength of Relationships

This **main headline** demonstrates what proportion of students are experiencing strong, moderate and weak developmental relationships at this point in time, based on their survey responses:



#### Calculating a Student's Relationship Strength

A student's point values are averaged across all 20 items to indicate the overall strength of the developmental relationships they are experiencing. A student must answer at least 10 items to receive an average score.

Item	Response	Points Received	ltem	Response	Points Received
1	Almost Always	5	11	Rarely	2
2	Often	4	12	Often	4
3	Sometimes	3	13	Sometimes	3
4	Often	4	14	Often	4
5	Often	4	15	Rarely	2
6	Almost Always	5	16	Often	4
7	Rarely	2	17		
8	Sometimes	3	18	Rarely	2
9	Almost Always	5	19	Often	4
10	Sometimes	3	20	Often	4

**Example Student:** Marco answered the 20 items in the following way

#### Marco's average score across 19 answered items: 3.53 Marco's Current Relationship Strength: Moderate

A student is considered to be experiencing developmental relationships if	their average score across all items falls within the range of	which means, on average, they tended to respond
STRONG	4.0 or higher	"Often" or "Almost Always"
MODERATE	3.00-3.99	"Sometimes"
WEAK	2.99 or lower	"Never" or "Rarely"

### What might this data help us answer?

Sample Learning Question	Sample Interpretation
How many of our students are currently experiencing strong relationships with adults at school?	32% (14) of selected students currently have strong developmental relationships.

Note: The percentage or overall summary will change depending on the filters selected at the top. Users can select race/ethnicity, gender, English language learner status, and socioeconomic status.

#### Section 2: Responses by Element



To illustrate what students' responses indicate about the presence and relative strength of each element of the Developmental Relationships Framework, this section displays the distribution of **responses** by element.

**IMPORTANT:** This section of the survey is displaying the percentage of TOTAL RESPONSES RECEIVED FOR THAT ELEMENT, **not** the NUMBER OF STUDENTS who took the survey. Because the number of survey items corresponding to each element varies between 3-5 items and items that students left blank are excluded from our analysis, the total number of responses varies between elements.

Element	Number of Items
Express Care	5
Challenge Growth	4
Provide Support	4
Share Power	4
Expand Possibilities	3

The number of items on the survey that correspond to each element vary as follows:

#### **Calculating Responses by Element**

For each element, the **total responses received** is determined by:

#### # of Items on Survey x # of Students - # of Blank Items = Total Responses Received for that Element

Then, out of the total responses, we determine what percentage fell into each category:

Response	Never	Rarely	Sometimes	Often	Almost Always
Category	Weak		Moderate	Str	ong

And produce a display that allows us to see the distribution of received responses for each element:



#### What might this display help us answer?

#### Interpretation Sentence Stem:

"Of all the responses received related to the \_\_\_\_\_ element, \_\_\_\_% of responses were in the \_\_\_\_\_ category."

Sample Learning Question	Sample Interpretation
Which elements do our students feel are least present in our relationships with them?	Students report they are experiencing the least of the "Express Care" element. Of all responses received to items related to this element, only 35% of responses were "strong" and only 20% were "moderate."

# Tab 5: Student Report

This page displays an individual student's current strength of relationships as well as their survey responses. Free response items are at the top of the report, and multiple choice selections are indicated below. The colors correspond to our categories:

- Orange = Weak
- Green = Moderate
- Blue = Strong

The user may toggle to a different student using the filter at the top.

Select a Stud	lent:			1	Develo	Brea opmenta	akthrough Success ( I Relationshi October 2020	Comm ips : 0	<sup>uunity</sup> Student Report							
	According to th	eir respons	es, this s	tudent is	currentl	y experien	cing MODER	LAT M	F Developmental relation	ships.						
What	do adults at your school do to make you fee	l like you m	atter?	Wha	t do you w	ant from your	relationships with a getting right not	dults a w?	t your school that you are not	Relationships go both w	ays. What o with a	io YOU do dults at you	to build a s r school?	trong, heal	thy relation	hip
	They talk to me         Play games with me         I will say hi															
		Never	Rarely	Some- times	Often	Almost Always					Never	Rarely	Some- times	Often	Almost Always	
Express	If I have a problem, I know that adults at my school will help me.	0	0	•			Provide Support		Adults at my school make it c are acceptable and not accep	lear what behaviors table.	0	0	0	•		
Care	Adults at my school really listen to		0						Adults at my school teach me when I need it.	how to ask for help	0	0				
			0						Adults at my school help me t things that are new or challer	igure out how to do nging to me.	0	0	0		•	
	make me feel like I matter.	0	0			•			If I am treated unfairly, adult do something to help.	s at my school say or	0	•				
	4 Adults at my school show me they enjoy being with me.		•				Share		Adults at my school treat me	with respect.	•	0	0			
	5 When I work hard, adults at my school encourage me to keep going.	0	0				- rower		Adults at my school consider making decisions.	my ideas when	0	0				
Challeng	Adults at my school expect me to do	0	0						If I have challenges, adults at me to find a solution.	my school work with	•	0	0			
e Growt h	Adults at my school challenge me to								Adults at my school give me c	hances to be a leader.	0	0				
	try things that are difficult for me.						Expand P		Adults at my school help me t possibilities for my future.	o think of different	•	0	0			
	8 responsible for the things I do and say.		0				s		Adults at my school help me o	liscover new things		0				

# **Tab 6: Question Analysis**

					Breakthrough	Succe	ss Communit	tv						
			De	evelopn	nental Rel	atio	nships Ite	em Analysis						
					Oct	tober 2	020							
Selec	t a School:	Selec	t a Race/Ethnicit	y:		Se	lect Gender:		Select E	nglish Leo	arner Statu	s: Select S	ocioeconomic Statu	ıs:
All		▼ Ali					l	*	All			▼ Ali		•
		•				_			Total	Number of	Students: 2	0		
	Click	on Percentages (	%) to Drill			i i	rovide Supp	ort						
		Response Lege	nd				Adulte at any ca	haal maka it daar what he	aboutors				% of Respon	ses
Ne	ever Sometimes	Once in a While	Frequently	🔳 Almo	ost Always		are acceptable	and not acceptable.	liuviors	6% 15%	23%	38	% 19%	
Ex	press Care					11	Adults at my sc when I need it.	hool teach me how to ask	for help	10% 8%	24%	39%	20%	
					% of Responses		Adults at my sc things that are i	hool help me figure out ho new or challenging to me.	ow to do	5% 13%	24%	26%	32%	
1  f	I have a problem, I know that adults at my chool will help me.	12% 12%	24%	32%	20%		If I am treated u do something to	unfairly, adults at my schoo o help.	ol say or	6% 10%	15%	45%	24%	
2 A	dults at my school really listen to me.	7% 18%	21% 2	8%	26%		hare Power							
, A	dults at my school do things that make me feel	70/ 00%	22%	22%	27%								% of Respon	ses
J IB	ke I matter.	770 2270	22.70	22.70	2776		Adults at my sch	nool treat me with respect.		7% 7%	20%	33%	33%	
4 w	dults at my school show me they enjoy being ith me.	7% 13% 15%	6 33%		33%		Adults at my sch decisions.	nool consider my ideas whe	en making	11% 9%	13%	26%	43%	
5 m	Vhen I work hard, adults at my school encourag ne to keep going.	° 8% 15%	23% 15%		38%		If I have challeng me to find a solu	ges, adults at my school w ution.	ork with	12%	.6% <mark>6%</mark>	16%	50%	
Cł	nallenge Growth	• •				17	Adults at my sch	nool give me chances to be	e a leader.	7% 11%	16%	29%	36%	
					% of Responses		xpand Possi	bilities						
6 A	dults at my school expect me to do my best.	10% 12% 1	.8% 31%		29%								% of Respon	ses
7 Å	dults at my school challenge me to try things nat are difficult for me.	<mark>5% 16% 15</mark>	% 39%	5	25%		Adults at my s possibilities fo	school help me to think of c or my future.	different	5% 11%	27%	21%	36%	
8 Å	dults at my school hold me responsible for the nings I do and say.	7% 10% 15%	20%	495	%		Adults at my s that interest m	school help me discover ne ne.	w things	11% 119	% 11%	30%	37%	
9 W m	When I make mistakes, adults at my school show ne how I can learn from them.	9% 11% 2	22%		36%	20	Adults at my s who offer reso	school introduce me to oth ources or support that I value	her adults lue.	11% 1	5% 22	15%	37%	
	Overall Summary	Item I (	evel Anal	zis	Studen	t R	enort	Student	Drill	Dow	n 0	uestion	Drill Down	
	overan ourmany	- Rolling	ever Anal	, 513	oradon		opore	oradoni	2.111	2011	. Y	acoulonn	2111 DOWN	

This visualization demonstrates the distribution of responses to each item on the survey. Users can filter the responses based on a student's race/ethnicity, gender, English learner status, and socioeconomic status at the top.

#### What might this display help us answer?

#### Interpretation Sentence Stem:

"Of all the responses received for this item, \_\_\_\_% of responses were the \_\_\_\_\_ answer choice."

Sample Learning Question	Sample Interpretation				
What proportion of our students answered "almost always" to item 9?	36% of the responses were the "almost always" answer choice				
Which item has the highest number of "almost always" responses?	Item 16. 50% of the responses received were "almost always," and that's more than any other item				

## Tab 7: Question Drill Down

	Express Care										and a sure of the second
		12 5	Adults at my school help me figure out how to do things that are new or challenging to me.								
	If I have a problem, I know that ad school will help me.	ults at my	12%	12%		24%	32%		20%	13	or do something to help.
2	Adults at my school really listen to	me. 7	7% 1		18% 21		21% 28%		26%		Share Power
	Adults at my school do things that feel like I matter.	make me 7	%	22%		22%	225	6	27%	14	Adults at my school treat me with respect.
4	Adults at my school show me they enjoy being with me.			7% 13%		15%		:	Adults at my schor Sometimes		things that make me feel like I matter.
	When I work hard, adults at my sci encourage me to keep going.	hool	%	15%		23%	% of Total Responses: 22% # of Responses: 4				
											Adults at my school give me chances to be a
Ħ	Overall Summary	🕀 Item Level /	Anal	vsis	E s	Student	Report	Πs	tudent Drill Do	wn	Ouestion Drill Down

Users have the ability to drill down to question level data and identify which students answered each item with a particular response. In order to drill down, users can either click on the bar of interest in the Item-Level Analysis tab. Alternatively, users can click "Question Drill Down" tab and use the filters to toggle to items of interest.

			<u>Breakthroi</u> Developmental R	igh Success Community elationships Question October 2020	Drill			
Select School:		Select a Race/	Ethnicity:	Select Gender:	Select English Learner	Status:	Select Socioeconomic Sta	itus:
All		▼ All		All	▼ AII	•	All	•
Selected Question:				Selected Answer:				
(Multiple values)				(Multiple values)				•
			Total N	umber of Students: 6				
Que	<b>stion:</b> If I have a problem, I k	now that adults at	my school will help me.				Answer: Never	
Student's Name	Race/Ethnicity	Gender	Low Socioeconomic Status	English Learner Status	Overall Score		Overall Developmental Relation	iship
Student_1	African American	Male	Yes	EL	1.00		Weak	
Student_6	Filipino	Female		RFEP	3.10		Moderate	
Student_8	Latinx	Male	No		2.71		Weak	
Student_14	White	Female		RFEP	2.75		Weak	
Student_15	missing	Female	Yes	RFEP	1.00		Weak	
Student_16	African American	Female			1.00		Weak	
	Note: If no student data is po	pulating, click on the	e "Reset Dashboard" button and	then select a question and in the filt	ers above.		Reset Dashboard	

In the question drill page, users can filter based on a question's response choice and demographic data. In the instance that the question drill page is not displaying any data, click on the "Reset Dashboard" button at the bottom right of the page and re-select the filters at the top of the page.

## Tab 8: Student Drill Down

	of students hav developmental r 4 of 20 tota	<b>%</b> The STRONG relationships 1 students		Overall Catego % of Students:		ry: Strong 20%	
				# of Student:	5:	4	
Overall Summary	🗄 Item Level Analysis	🗄 Student Report	⊞ St	udent Drill Down	⊞ (	Question Drill D	)ow

Users have the ability to "drill down" to student level data to create lists of exactly which students are experiencing strong, moderate, and weak relationships. In order to drill down, users can:

- 1) VIEW ALL STUDENTS IN A PARTICULAR RELATIONSHIPS CATEGORY Click a summary statistic at the top of the Overall Summary page to be taken to a list of all students who are included within that statistic.
- 2) **VIEW ALL STUDENTS** Alternatively, users can click the "Student Drill Down" tab to be taken to a list of all students. Demographic data filters may then be used to create smaller lists of students.

	Breakthrough Success Community Developmental Relationships Student Drill October 2020									
Select School:		Select a Race	/Ethnicity:	Select Gender:	Select English Learne	r Status: Select Socioeconomic Status:				
All		All		All	All	▼ All				
			Tota	I Number of Students: 4						
Student's Name	Race/Ethnicity	Gender	Low Socioeconomic Status	English Learner Status	Overall Score	Overall Developmental Relationship				
Student_2	African American	Female	Yes	RFEP	5.00	Strong				
Student_4	American Indian/ Alask	Male			4.00	Strong				
Student_19	African American	Male	Yes	None	4.00	Strong				
Student_20	African American	Male		None	5.00	Strong				
	Note: If no student	data is populating, cl	ick on the "Reset Dashboard" bu	utton and then re-select the filters at	pove.	Reset Dashboard				

In the instance that the student drill page is not displaying any data, click on the "Reset Dashboard" button at the bottom right of the page and re-select the filters at the top of the page.