

# Sherlock

Sherlock System-Level Implementation for States,  
Districts, and Multi-site Programs

# Sherlock - Quick Overview

- Guidance assessment, reporting, communications, and evaluation system
- Key student data from grades 6-12
- Needs, interests, experiences, perceptions, and background characteristics
- Focus on college and career readiness across academic, career, and personal domains

# Sherlock - Quick Overview

## Purposes

- Improve academic and career counseling and information provision
- Identify gaps in postsecondary and career preparation
- Identify students who are at-risk
- Reveal guidance programming needs and opportunities

# Sherlock - Quick Overview

## Purposes

- Track progress in meeting guidance objectives
- Convey information electronically to targeted groups of students
- Measure group and sub-group change over time
- Deliver key messages efficiently to students and parents

# Sherlock - Quick Overview

- Assessments are customizable at group level and locally
- Reporting tools enable wide angle and microscopic data views
- Factor isolation enables target-group identification for services and messaging

# Sherlock - Quick Overview

## Three Standard Assessments

Form 1 - Grades 6-8

Form 2 - Grades 9-12

Form 3 - Graduate follow-up

- Demographic information
- Education interests, experiences, intentions, and involvement
- College readiness characteristics
- Career interests and experiences
- Interest in guidance and academic services
- Factors that affect chances for graduation, college continuation, college success, and career readiness

Typical assessment time is 15-30 minutes. Assessment time will change with assessment customization.

Optional assessment items on STEM (8) and workforce readiness (10)

# Sherlock - Quick Overview

- Developed by ESI, updated and distributed by intoCareers
- Assessment for conducting action research
- Data for the purpose of improving student support and student outcomes

# Assessment Features

- Listing respondents with matched and non-matched factors (all factor reports) for answering questions such as
  - \* Who has/hasn't visited a college?
  - \* Who does/doesn't have a career plan?
  - \* Who has/hasn't explored careers using a computerized career information system?
- Added individual comparison report - side-by-side presentation of any two assessments



# Assessment Features

- Export to Excel added to all factor and system-level reports
- Respondent change feature added to report filter (all reports)
  - \* See change in pre/post after x minimum days
  - \* Report gathers earliest report in date range and compares with latest report in date range
  - \* Only includes respondents with multiple assessments (matched comparison group)

# Assessment Features

- system-level member schools and programs may customize their individual program forms
  - \* Add/delete/change items
  - \* Add/delete/change item groups
  - \* Add/save/share custom reports
- Editable template messages on most popular student involvement preferences

# New Features

- 'Change' reports automatically compares earliest and latest assessment for matched comparison groups
- Custom reporting groups for system-level systems: combine any selection of schools or programs into a reporting group\*
- Added 'Finish Assessment Later' feature (sends token to email)

\* Reporting group: run any Sherlock report on this group (separately).

# System-level Functionality For States, Districts, Program Groups

- Enables standardization of assessment aligned with group interests for member schools and programs
  - \* Group schools and programs see the same (customized) questionnaire
  - \* Members of the group may customize additionally

# system-level Functionality For States, Districts, Program Groups

Aggregates schools or programs for reporting and analysis

- \* View any school or program
- \* View any combination of schools or programs
- \* View entire group of schools and programs

# System-level Functionality For States, Districts, Program Groups

Enables common messaging through system-level messages designed for member schools and programs

- \* system-level messages are shared by all members of the group
- \* system-level messages appear in drop-down menu of system-level reporting tool
- \* All messages may be edited/personalized/localized at the group or school/program level

# System-level Messaging

- Group administrator may create template messages
  - \* For state/district/group distribution
  - \* School/program distribution
  - \* School/program distribution and customization
  
- Possible topics
  - \* State scholarship and financial aid programs
  - \* State programs for credit recovery
  - \* Resources for parent support
  - \* Dual credit opportunities
  - \* Limitless...

# System-level Reporting

- Provide policy makers and leadership with evidence of service and support needs related to academic, engagement, and college and career readiness factors
- Indicate progress in meeting group, district, or state-level objectives and the attainment of key benchmarks for college and career readiness
- Analyze impact of specific interventions in specific settings



# system-level Reporting

- Analyze system-level guidance needs and trends
- Enable alignment of programs with evidence of need/request for service
- Provide feedback to counselor training institutions on state trends in guidance and counseling
- Identify high-priority guidance and counseling information and support needs of students and families

# Examples of State-level Reporting

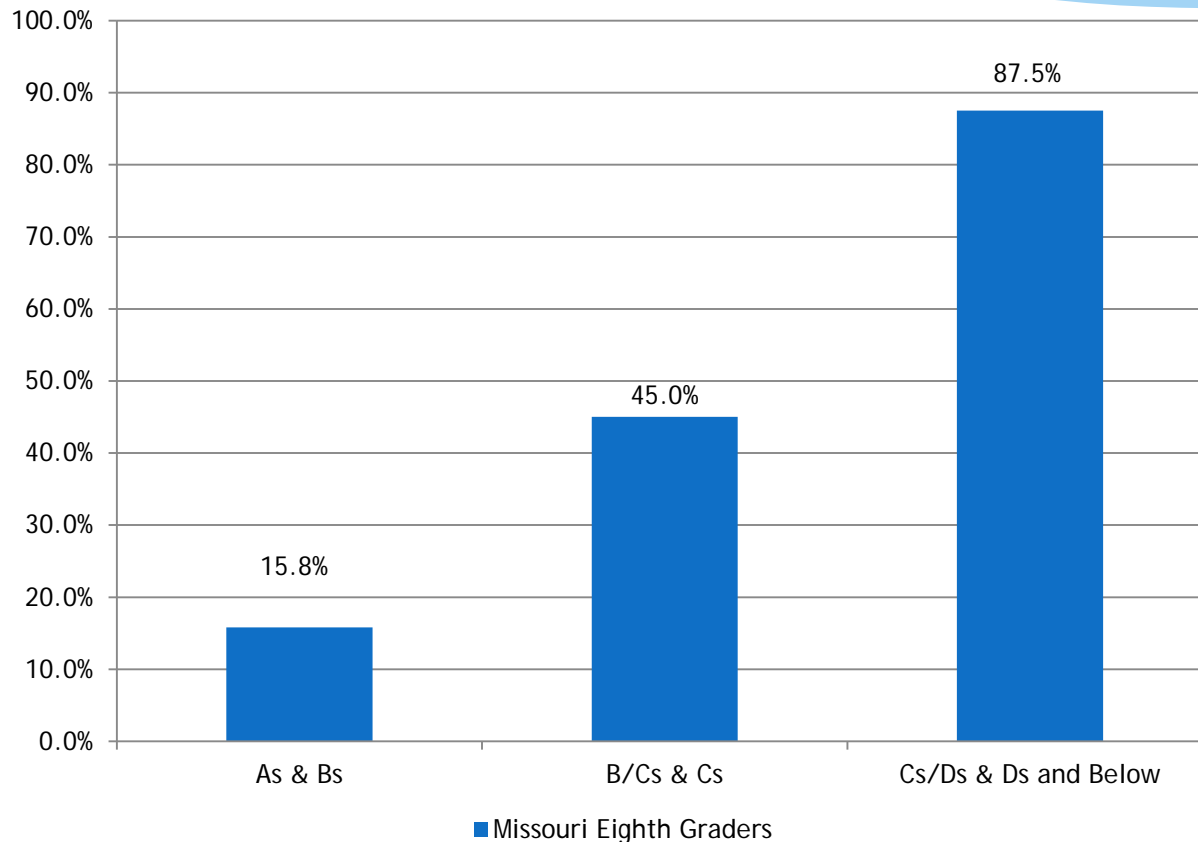
- Preliminary data from recent state pilot (2013)
- Charts demonstrate Sherlock capabilities - N=7,000 students across grades 6-12)

# Pilot Data from Sherlock

## Eighth Graders with Four or More School Engagement Concerns by Usual Grades

Even among high performing students, nearly one of six indicates four or more school engagement concerns, which are associated with lower achievement and higher probabilities of dropping out of school.

Missouri Eighth Graders  
Four or More Engagement Concerns By Usual Grades



## Pilot Data from Sherlock

### Eighth Graders' Top Five Engagement Concerns by Usual Grades

	High Grades (As and Bs)	Middling Grades Bs and Cs)	Low Grades (Cs, Ds, and below)
1	Classes aren't challenging	Classes aren't challenging	Classes aren't interesting
2	Classes aren't interesting	Classes aren't interesting	Less than full effort applied to classes
3	Younger than classmates	Suspension or expulsion	Classes aren't challenging
4	Multiple absences due to serious illness	Older than classmates	Below average scores on important tests
5	Not involved in extracurricular activities	Less than full effort applied to classes	Poor Attendance

# Pilot Data from Sherlock

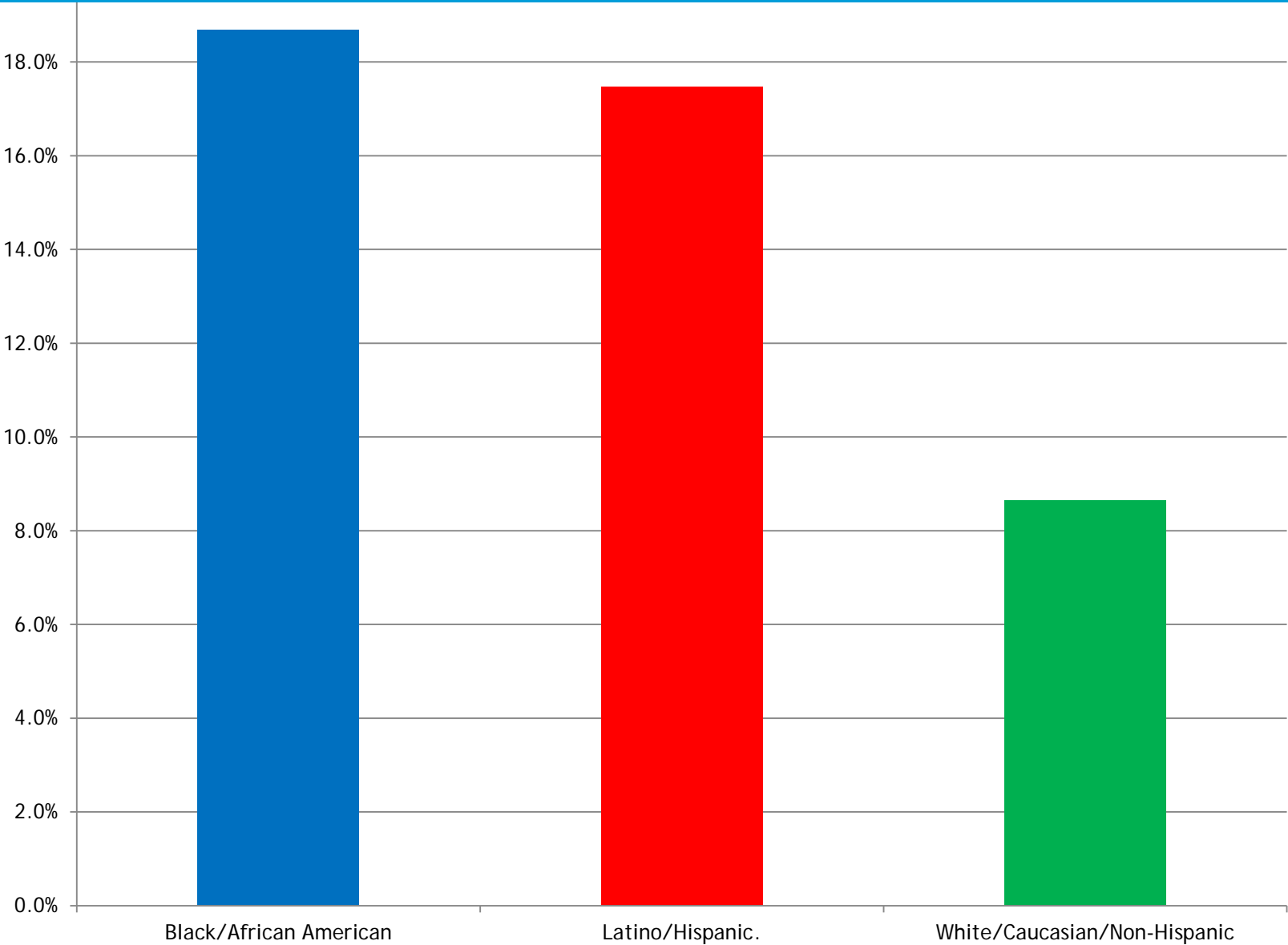
## School Engagement Concerns for Grades 9-12

	<b>Matching</b>	<b>Non-matching</b>
1 High cost of education and training	<u>2436/4503</u>	<u>2067/4503</u>
2 Classes aren't challenging	<u>1905/4503</u>	<u>2598/4503</u>
3 Classes aren't interesting	<u>1307/4503</u>	<u>3196/4503</u>
4 Multiple absences due to serious illness	<u>760/4503</u>	<u>3743/4503</u>
5 Not involved in extracurricular activities	<u>735/4503</u>	<u>3768/4503</u>
6 Less than full effort applied to classes	<u>685/4503</u>	<u>3818/4503</u>
7 Zero homework hours per week	<u>679/4503</u>	<u>3824/4503</u>
8 Must Help Family	<u>620/4503</u>	<u>3883/4503</u>
9 Younger than classmates	<u>551/4503</u>	<u>3952/4503</u>
10 Older than classmates	<u>488/4503</u>	<u>4015/4503</u>
11 Suspension or expulsion	<u>444/4503</u>	<u>4059/4503</u>
12 Employed more than 15 hours per week	<u>405/4503</u>	<u>4098/4503</u>
13 Below average scores on important tests	<u>399/4503</u>	<u>4104/4503</u>
14 Poor Attendance	<u>377/4503</u>	<u>4126/4503</u>
15 Repeated one or more grades	<u>377/4503</u>	<u>4126/4503</u>
16 Learning Disability	<u>335/4503</u>	<u>4168/4503</u>
17 Low level of education in household	<u>295/4503</u>	<u>4208/4503</u>
18 Never participates in class discussions and activities	<u>287/4503</u>	<u>4216/4503</u>
19 No career interests	<u>270/4503</u>	<u>4233/4503</u>
20 Low Grades (Cs and Ds and Below)	<u>267/4503</u>	<u>4236/4503</u>
21 No helpful people for education and career planning	<u>237/4503</u>	<u>4266/4503</u>
22 Must take more than four years to graduate from high school	<u>196/4503</u>	<u>4307/4503</u>
23 English Language Learner	<u>182/4503</u>	<u>4321/4503</u>
24 You have taken a test that is required to graduate from high school and received a non-passing score	<u>140/4503</u>	<u>4363/4503</u>
25 School isn't preparing student for the future	<u>139/4503</u>	<u>4364/4503</u>
26 Changes Schools Often	<u>135/4503</u>	<u>4368/4503</u>
27 Physical Disability	<u>107/4503</u>	<u>4396/4503</u>
28 Needs to care for and support a child	<u>88/4503</u>	<u>4415/4503</u>
29 Foster Child	<u>67/4503</u>	<u>4436/4503</u>
30 Never seeks academic help and doesn't know where to get it	<u>65/4503</u>	<u>4438/4503</u>
31 Poor classroom behavior	<u>43/4503</u>	<u>4460/4503</u>

# Pilot Data from Sherlock

## Suspension or Expulsion Grades 6-8

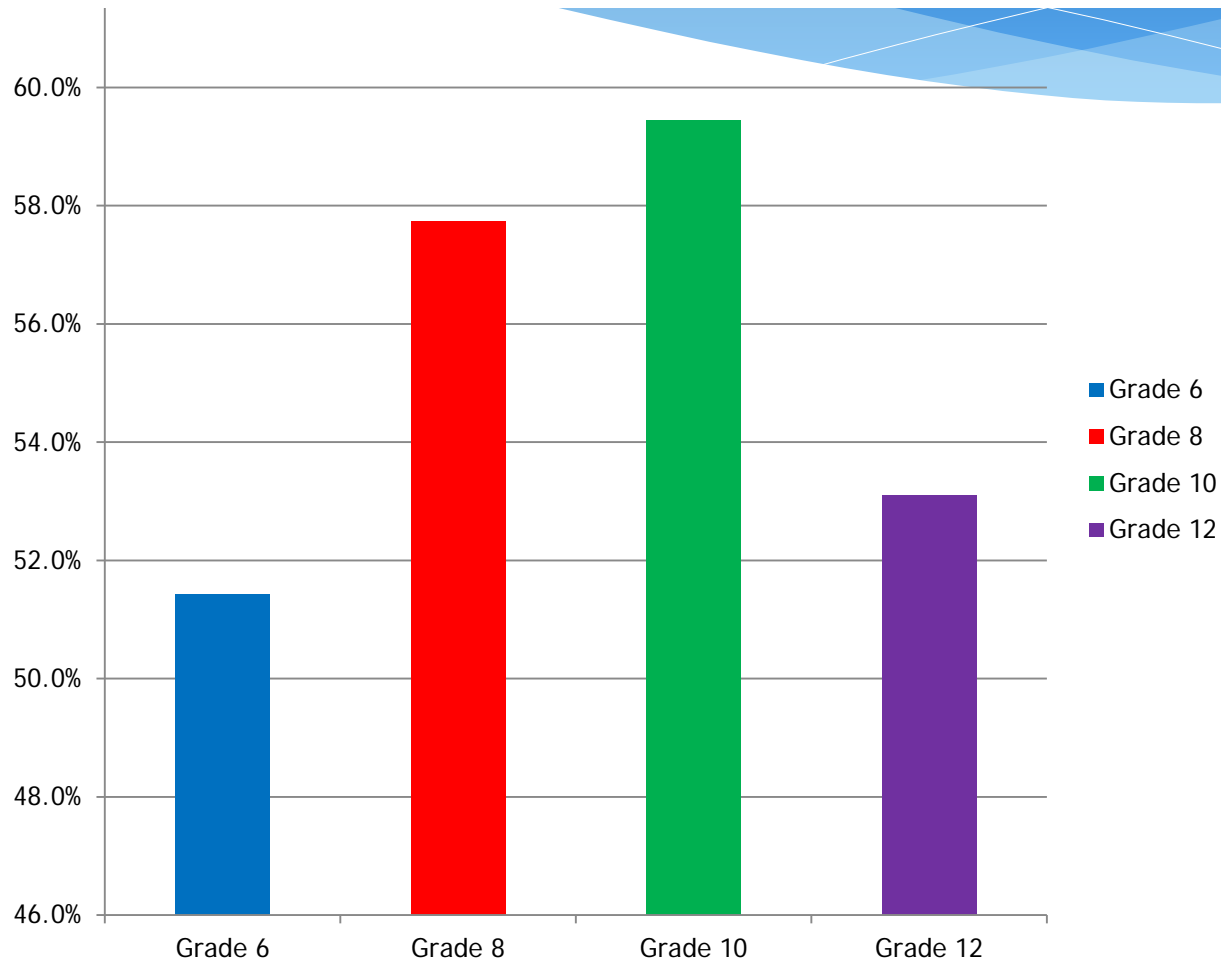
Suspension/expulsion rates for minority students are more than twice that of the majority in the pilot schools. Positive discipline programs may attenuate these significant disparities.



# Pilot Data from Sherlock

## Postsecondary Plan: Bachelor's Degree or Higher

If male plans for pursuing a bachelor's degree were equal to females in grade 12, the last column would grow to 66.4 percent. See the next slide for a comparison across grades.

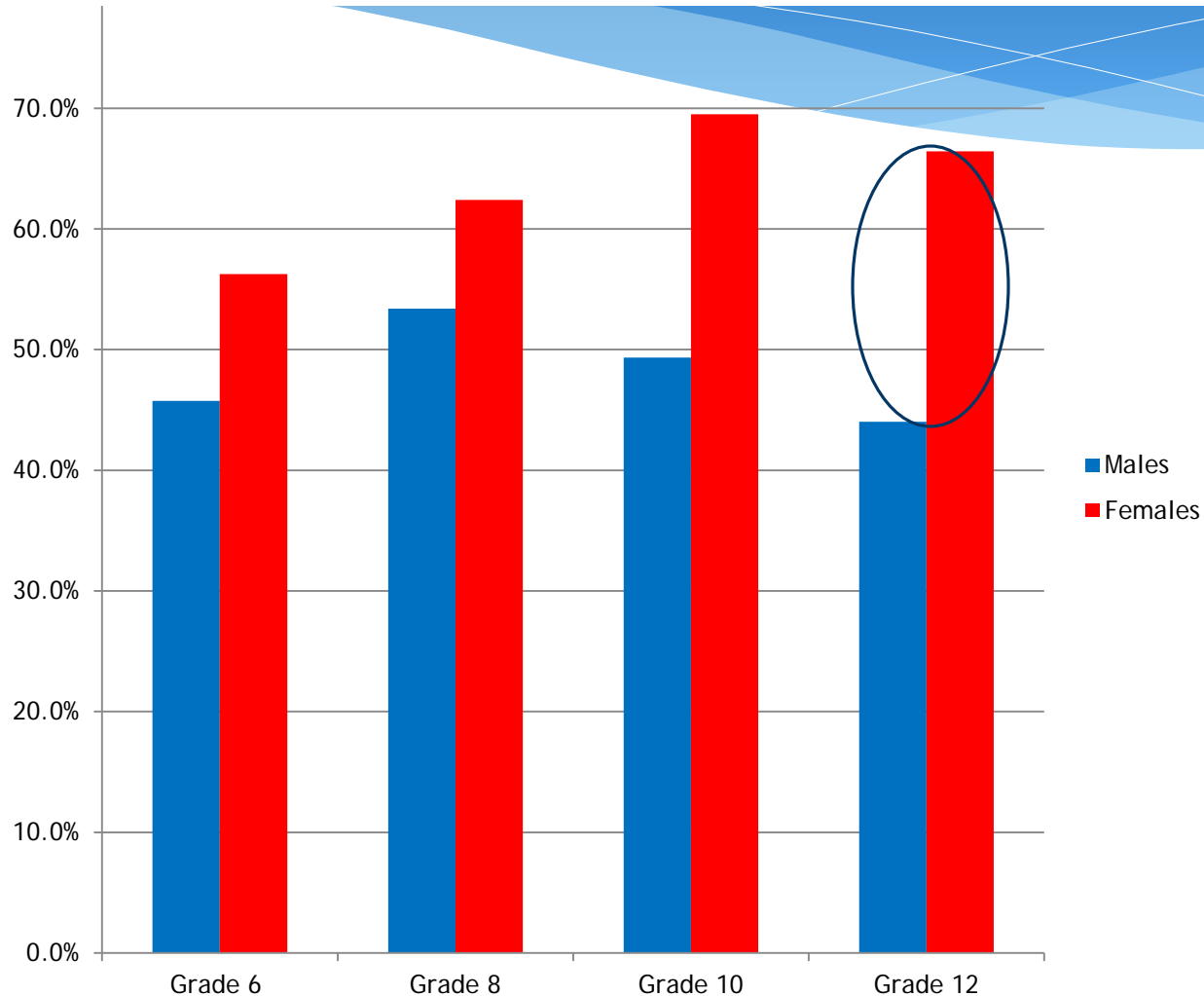


# Pilot Data from Sherlock

## Postsecondary Plan: Bachelor's Degree or Higher

### Comparison of Male and Female Students

Whereas two out of three Missouri female high school seniors plan to pursue a bachelor's degree or higher, fewer than half of Missouri male high school seniors have similar plans.



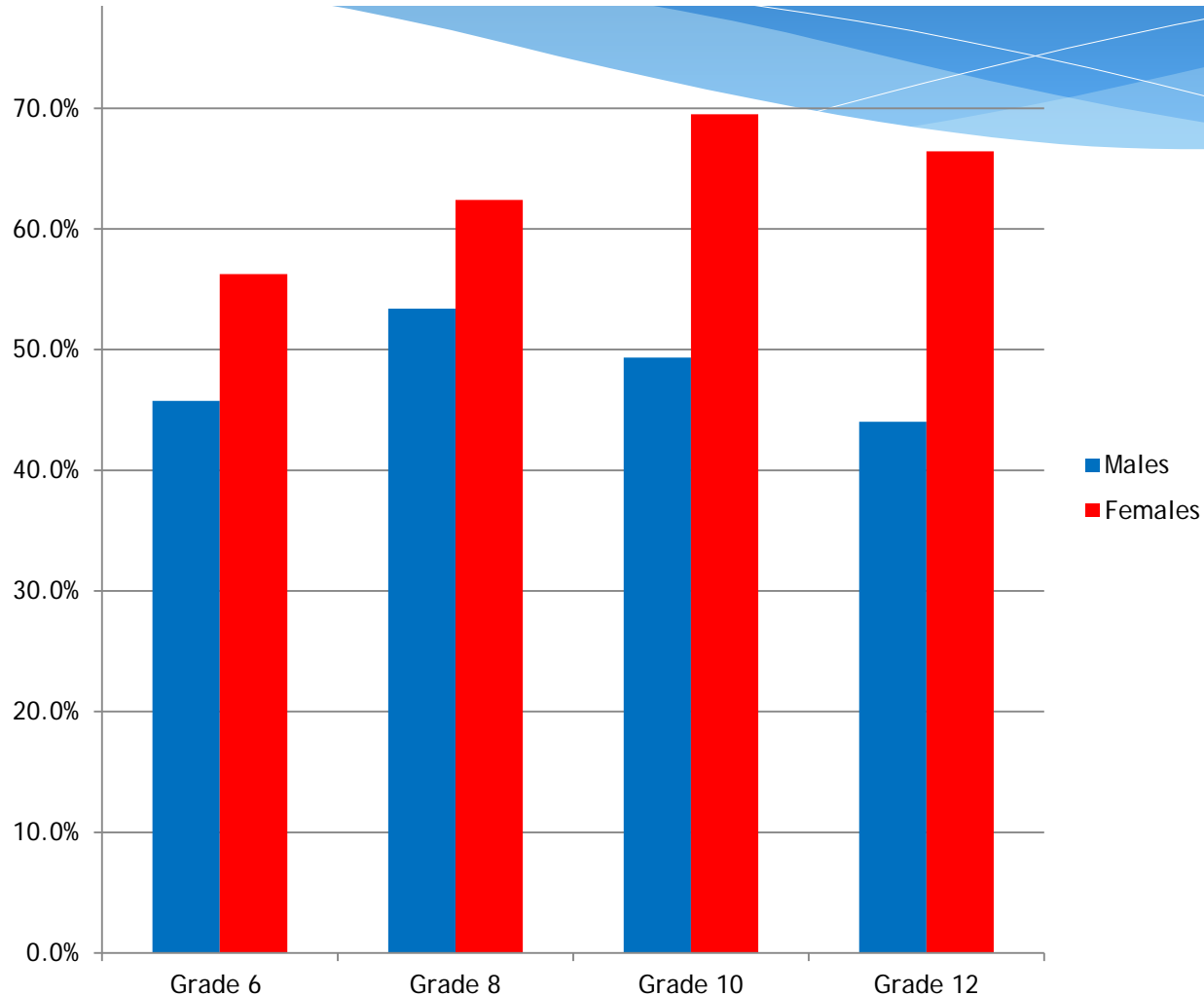


# Pilot Data from Sherlock

## Postsecondary Plan: Bachelor's Degree or Higher

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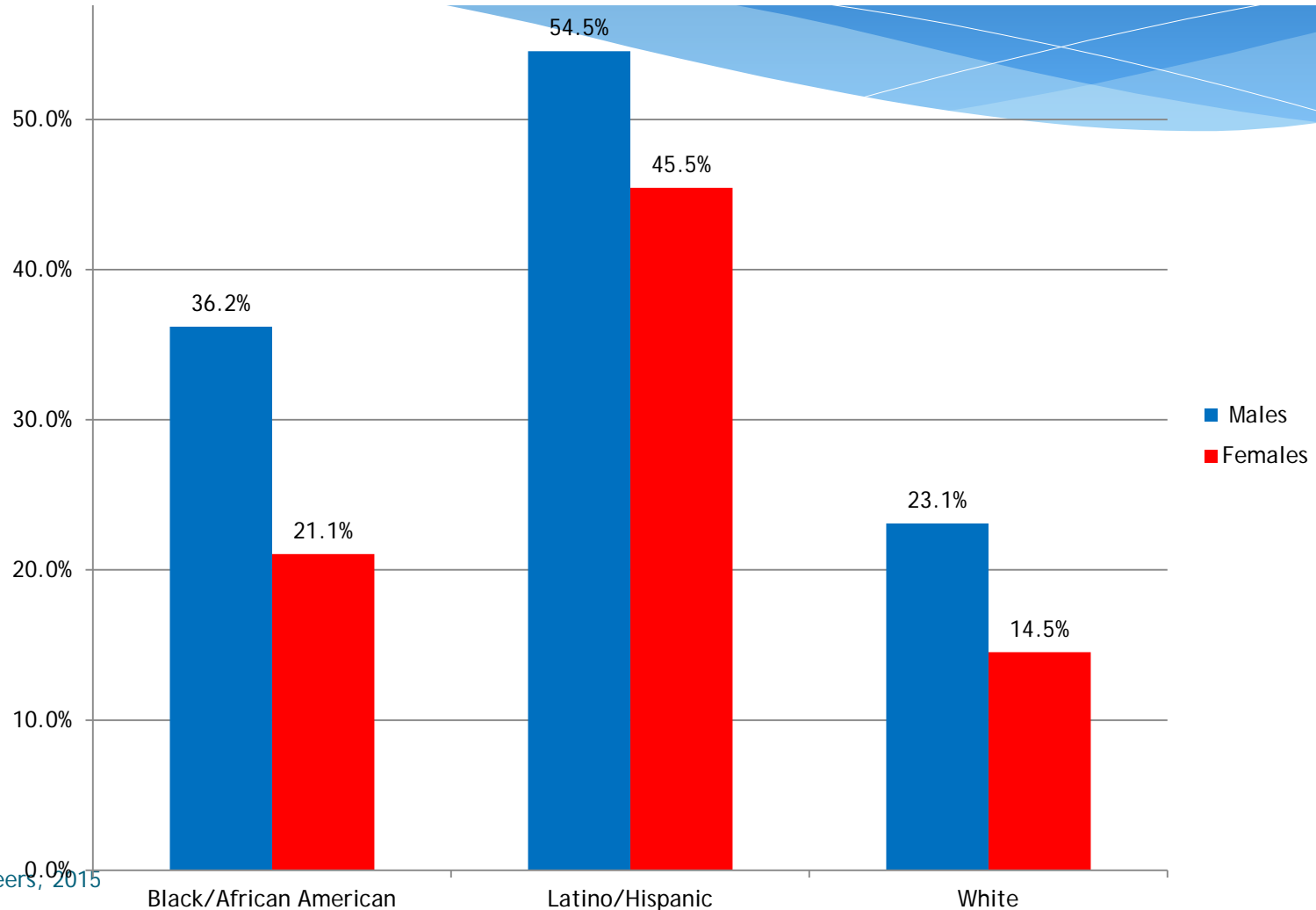
Male plans for postsecondary education increase during middle school and decline during high school. Female plans for postsecondary education increase throughout both middle school and high school (with a slight decline in grade 12).



# Pilot Data from Sherlock

Ten or More College Readiness Concerns by Race-Ethnicity and Sex (High School -All Grades)

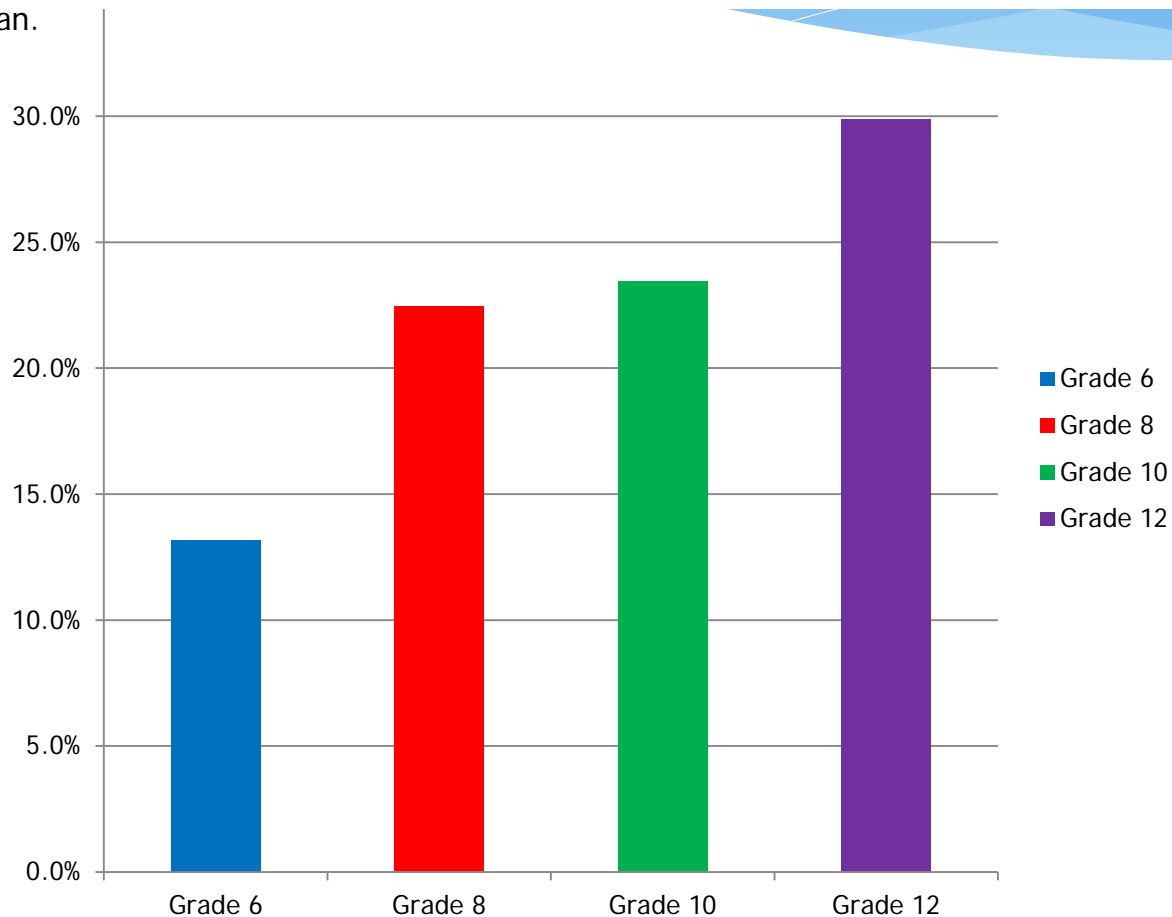
This slide points again to the fact that male students (not only in Missouri but in the US and other industrialized countries as well) are lagging behind their female counterparts.



# Pilot Data from Sherlock

Do you have a formal career and course plan (a written plan that has been reviewed by a counselor, advisor, or parent/guardian)?

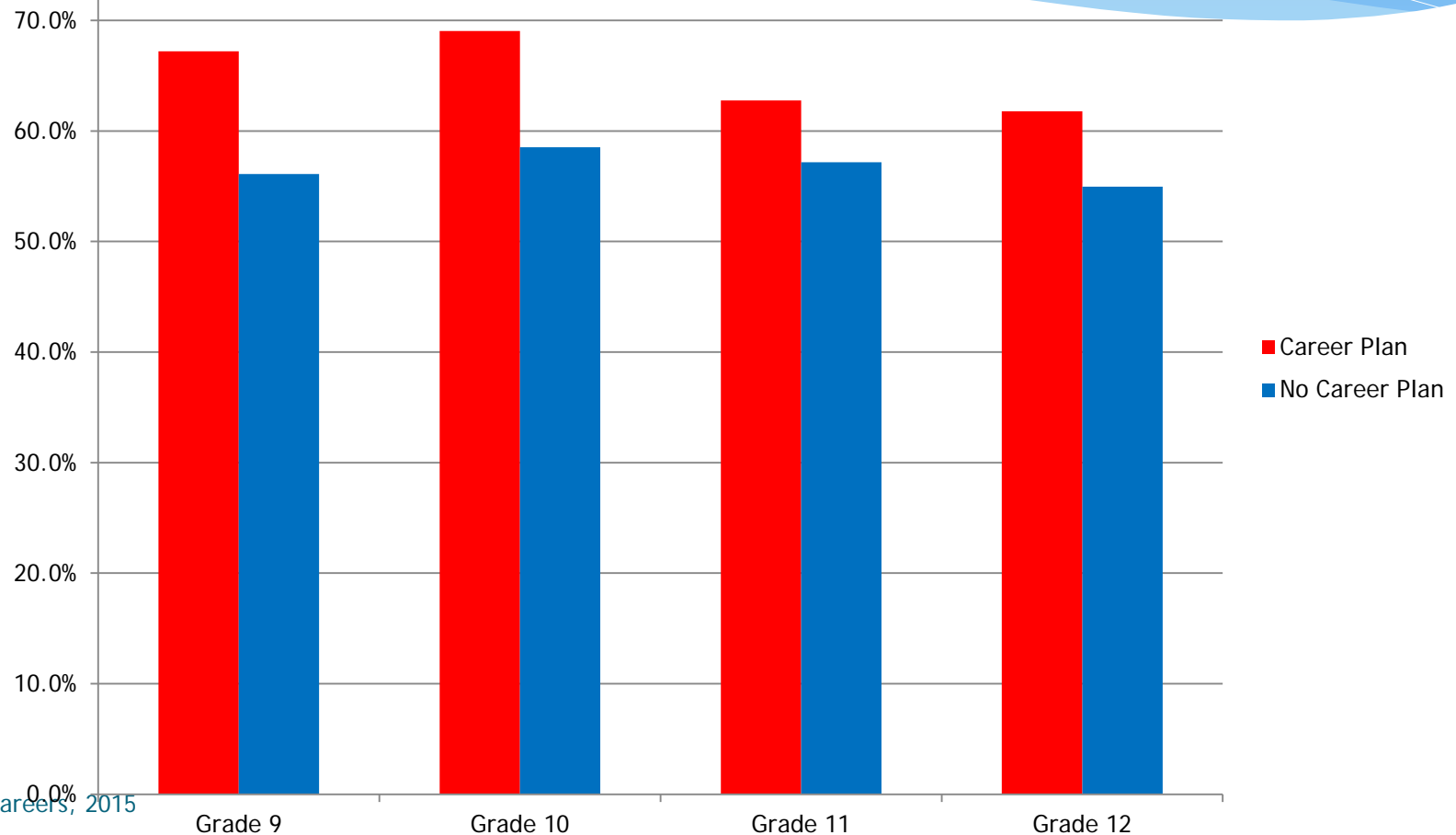
Having a career plan is associated with earning better grades, planning for postsecondary education, and taking higher level classes. The trend line below is positive, but 70 percent of Missouri high school seniors report not having a career plan.



# Pilot Data from Sherlock

Comparison of students' plans to pursue a bachelor's degree or higher by career plan status and grade level.

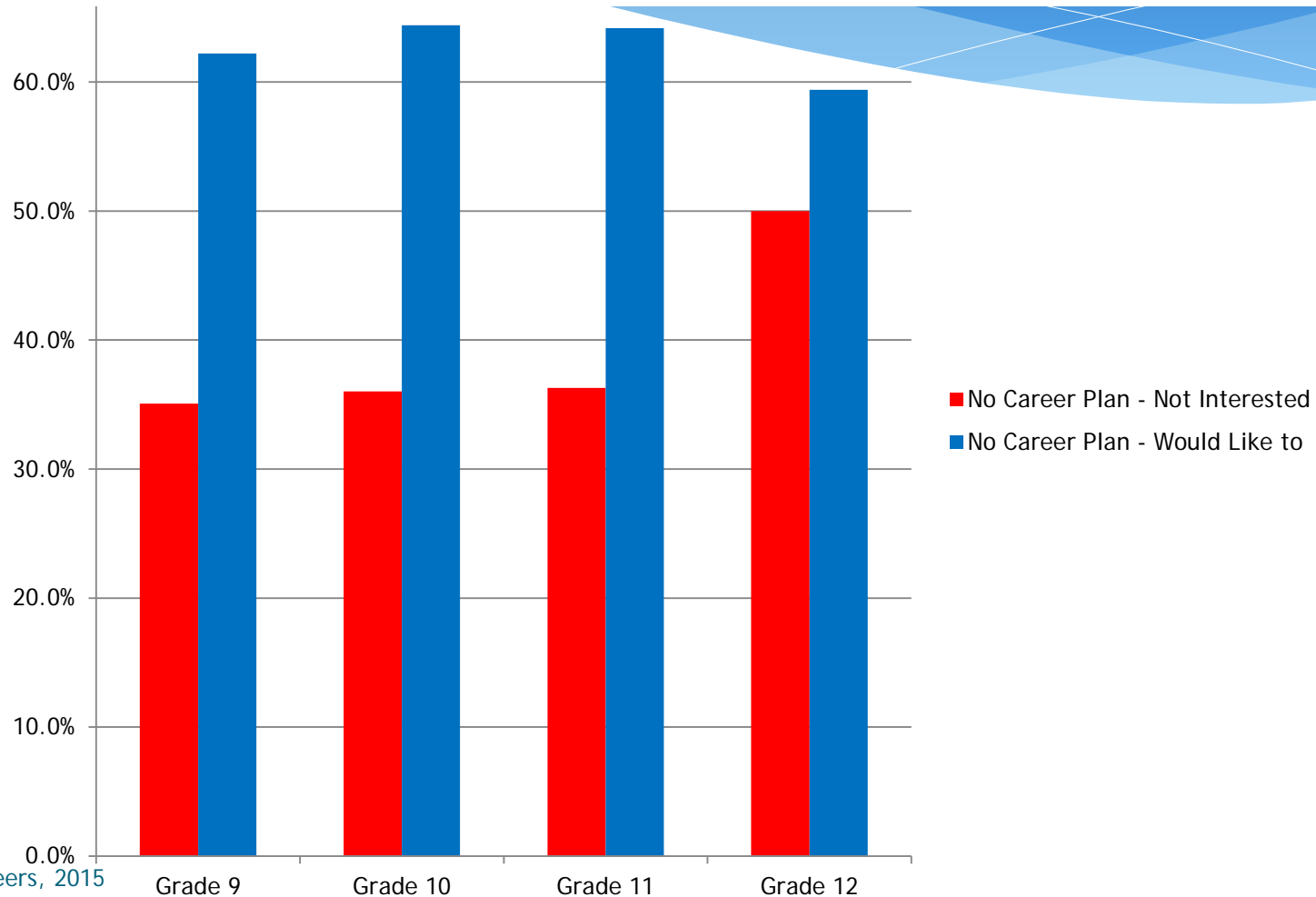
High school students who have a career plan are more likely to be associated with planning to pursue at least a bachelor's degree by an average difference of more than 10 percent compared with peers who don't have a career plan.



## Pilot Data from Sherlock

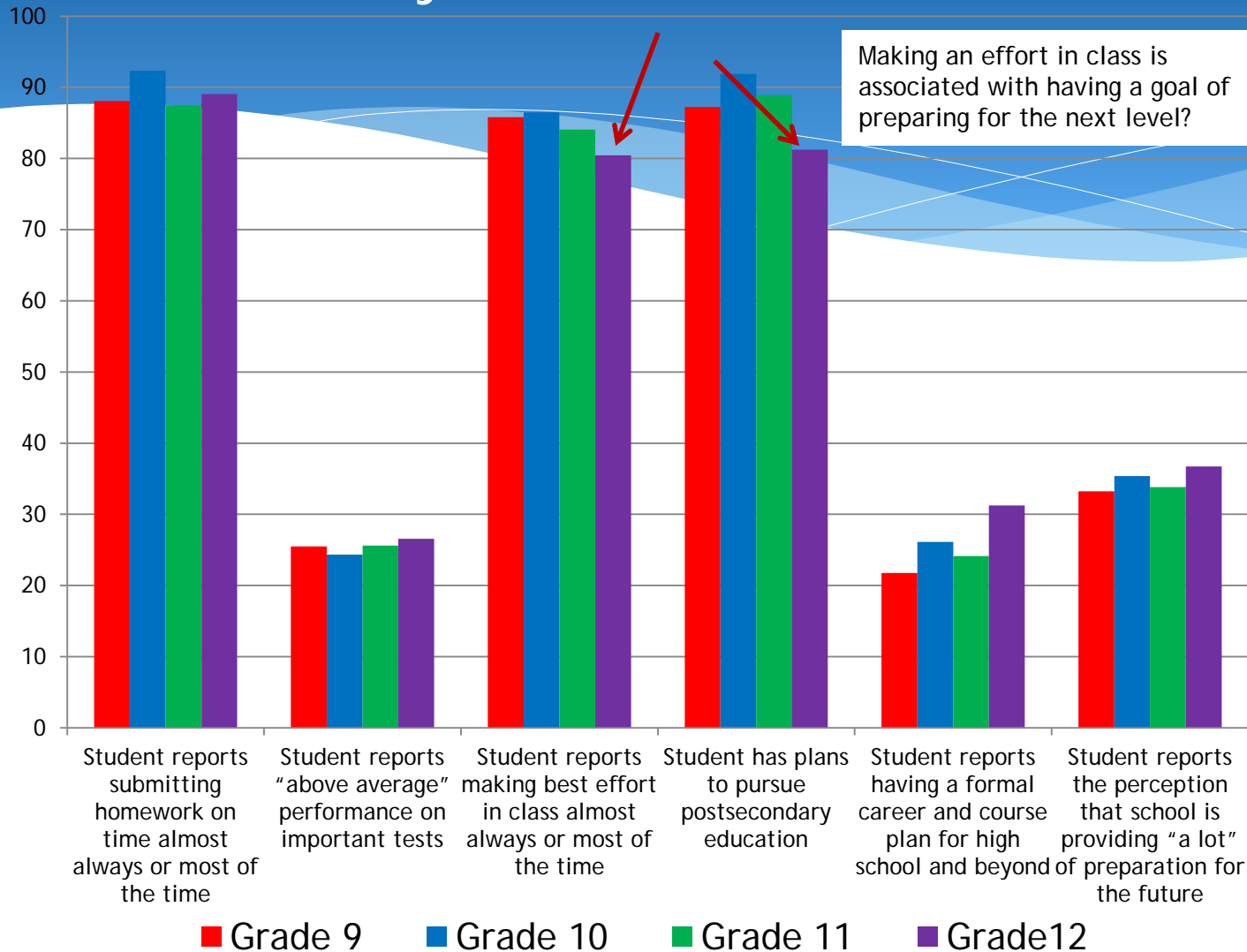
Plan to complete a bachelor's degree or higher: Comparing students without a career plan who want one and those who don't want one

Students without career plans are not alike. Students who lack such a plan but indicate an interest in having one are significantly more likely to plan to complete a bachelor's degree or higher than their counterparts who neither have a career plan nor want one.



# Pilot Data from Sherlock

## Selected Key Benchmarks - Grades 9-12



## Pilot Data from Sherlock

### Key Benchmarks Report Grades 9 (N=1732) and Grade 12 (N=710)

Factor Description	Grade 9	Grade 12
Student has plans to pursue postsecondary education	<u>86.1%</u>	<u>89.9%</u>
Student reports submitting homework on time almost always or most of the time	<u>85.0%</u>	<u>89.9%</u>
Student reports making best effort in class almost always or most of the time	<u>84.5%</u>	<u>83.2%</u>
Student reports perception that teachers would rate the student's behavior as excellent or good	<u>83.8%</u>	<u>81.0%</u>
Student reports goals for high school that include preparing for education or training beyond high school	<u>80.4%</u>	<u>77.9%</u>
Student reports that education is very important to future career	<u>75.9%</u>	<u>76.9%</u>
Student plans to take at least 3 years of mathematics in high school beyond Algebra I	<u>67.0%</u>	<u>74.1%</u>
Student reports being very or extremely confident in knowing what high school courses to take to prepare for postsecondary education	<u>57.8%</u>	<u>66.9%</u>
Student reports the perception that school is providing "a lot" of preparation for the future	<u>31.6%</u>	<u>59.2%</u>
Student reports doing 5 or more hours of homework per week	<u>30.0%</u>	<u>53.1%</u>
Student reports "above average" performance on important tests	<u>24.5%</u>	<u>44.8%</u>
Student reports having talked with a school counselor or advisor about plans or hopes for the future	<u>21.1%</u>	<u>31.8%</u>
Student reports having a formal career and course plan for high school and beyond	<u>21.0%</u>	<u>30.4%</u>
Student reports having written at least one paper 10 pages or longer and which required listing of sources	<u>18.2%</u>	<u>29.9%</u>
Student reports engaging in daily or almost daily college talk	<u>6.8%</u>	<u>24.2%</u>
Student reports having participated in program to earn college credit in high school	<u>6.5%</u>	<u>19.0%</u>
Student reports having taken ACT or SAT	<u>5.9%</u>	<u>18.5%</u>
Student reports having participated in a learning or enrichment activity on a college campus	<u>5.4%</u>	<u>10.0%</u>

## Key benchmarks are 18 factors associated with doing well in school and planning and preparing for postsecondary education and career.

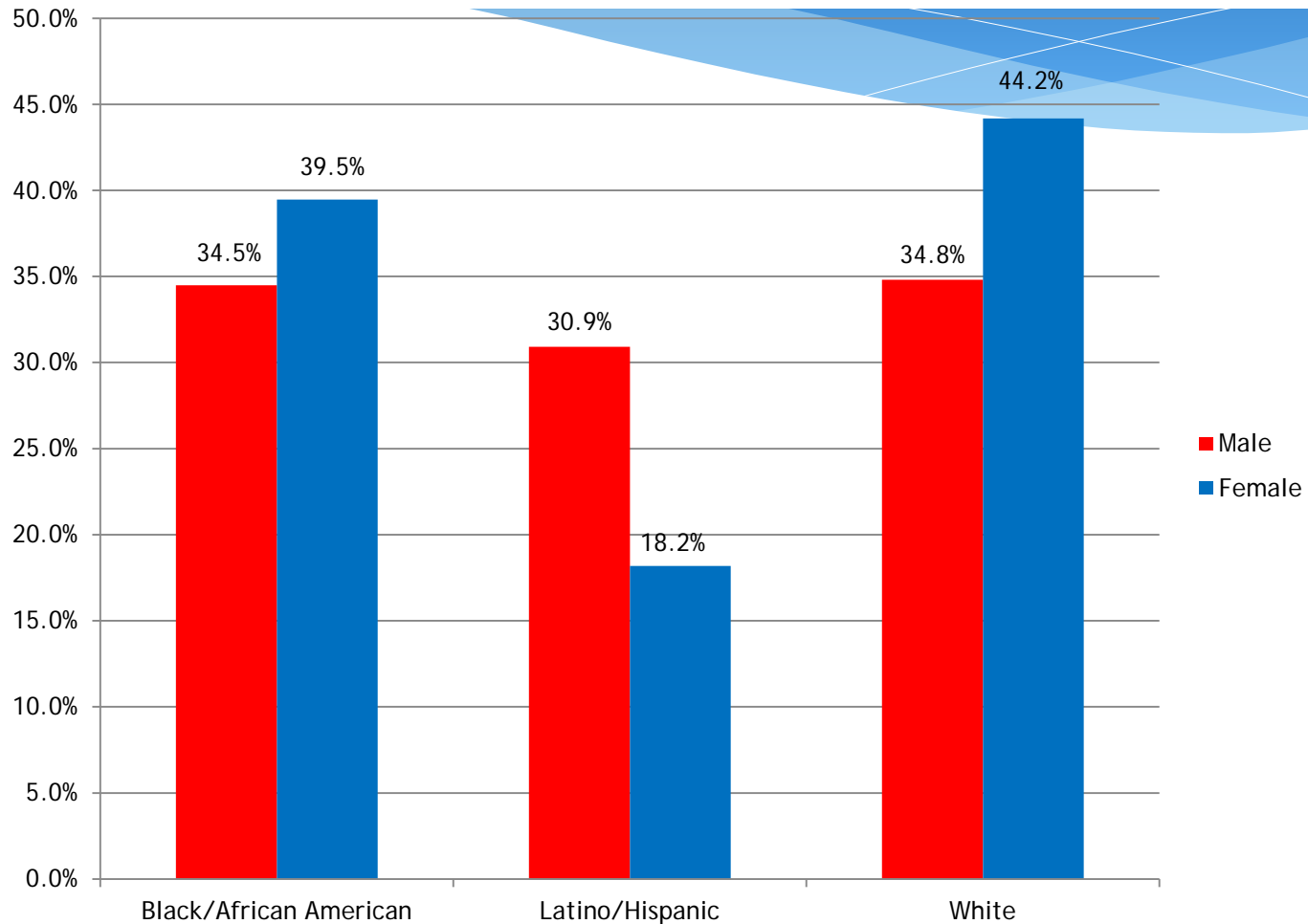
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# Pilot Data from Sherlock

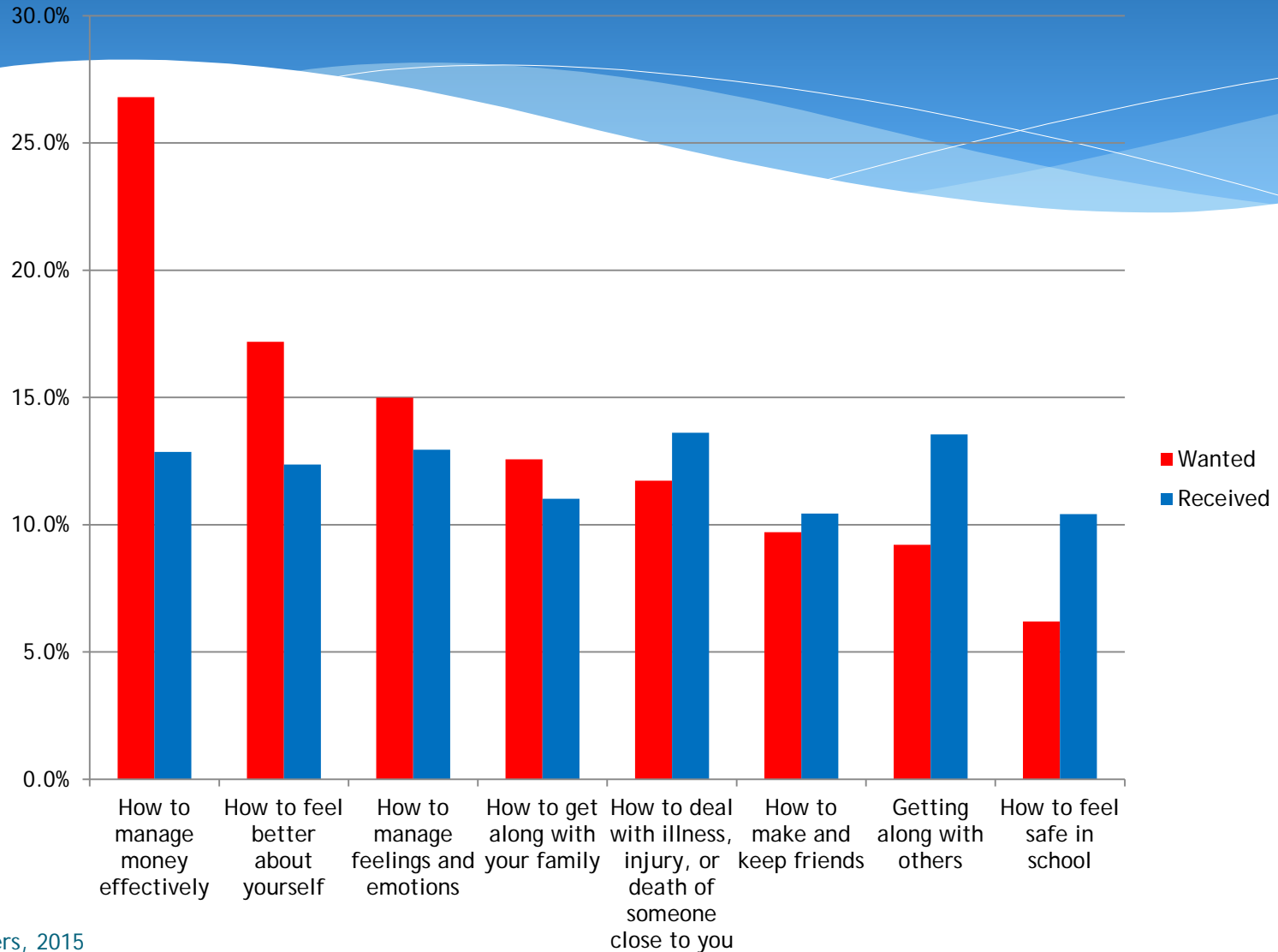
Ten or More Key Benchmarks by Race-Ethnicity and Sex (High School -All Grades)

Note that the male-female disparity is reversed among the Latino/Hispanic student population. This bears closer scrutiny and re-examination with a larger sample of the population.



# Pilot Data from Sherlock

## Help or Advice Wanted and Received - High School All Grades



# Support and assistance

Sherlock Support

[intoCareers.org](http://intoCareers.org)

Phone: 1-800-553-2252

Email: [inquiries@intocareers.org](mailto:inquiries@intocareers.org)

Documentation and Sample Reports

[sherlock.intocareers.org/docs.htm](http://sherlock.intocareers.org/docs.htm)

# Sherlock

## Sherlock System-level Implementation for States, Districts, and Multi-site Programs

For Questions:

Email [inquiries@intocareers.org](mailto:inquiries@intocareers.org)

1-800-553-2252