



Sherlock

An online guidance assessment, reporting, communications, and evaluation system for schools and education support programs.

Sherlock

- Originally developed by Encouragement Services, Inc. (ESI), Bloomington, Indiana
- Updated by intoCareers, University of Oregon, Eugene, Oregon
- Online assessment system for supporting student achievement and attainment
- Data for better understanding student needs, interests, and experiences
- Data to make a difference in students' lives

Introduction to Sherlock

- Online assessment system for supporting student achievement and attainment
- Data for better understanding student needs, interests, and experiences

Today's Agenda

1. Why we are doing this...
2. Introduction to Sherlock
3. Individual Student Report
4. Student Factor Summary Report
5. Student Involvement Preferences Report Grade 9
6. School Engagement Concerns Report Grade 9
7. College Readiness Concerns Change Report
8. Key Benchmarks Change Report

Sherlock - What is assessed?

Factors that affect motivation, engagement, achievement, persistence, graduation, and postsecondary participation and success

What is action research?

- Rooted in our work to assist students
- Less formal in methodology (but informed by research)
- Developed collaboratively and shared with stakeholders to engage them
- Guides programming efforts (put into practice)
- Leads to problem-solving and action-planning

What is action research?

Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems.

Kurt Lewin

Sherlock is action research

Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems.

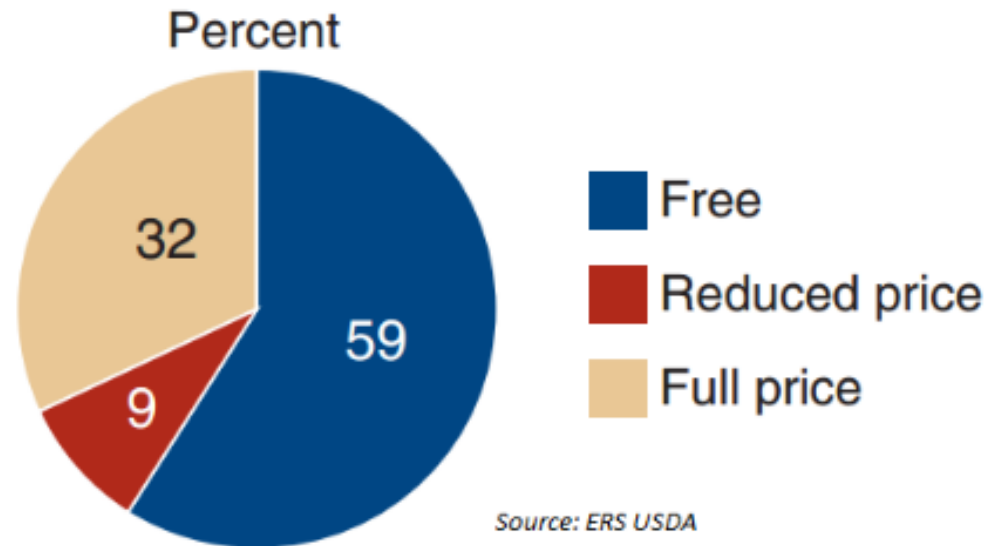
Kurt Lewin

How can we intelligently guide young people toward college and careers in the current environment?

- Fewer counselors for more students
- Diminished resources for supportive services
- Increasing proportions of minority, immigrant, and low-income students in our schools
- Academic accountability pressures that limit group access
- Higher expectations for college and career readiness

More Students with More Needs

Share of school lunches served by type of reimbursement, FY 2012



How can we intelligently guide young people toward college and careers in the current environment?

- Gather data specifically for guidance, counseling, and student support
- Analyze and share that data
- Use data to place guidance resources where most needed
- Use data to effect change
 - * Recruit other adults into support roles
 - * Advocacy
 - * Service alignment with identified needs and interests
 - * Intensive services for those with most urgent needs

How can we intelligently guide young people toward college and careers in the current environment?

- Work one-to-many
- Work collaboratively (many-to-many)
- Study the results of our work (e.g., change reports)

Sherlock

What does it do?

- Gathers hundreds of guidance data elements
- Summarizes, reports, and compares data
- Identifies where guidance resources are most needed
- Documents change and changes needed
- Enables one-to-many with guidance messaging and group membership identification **What is this?**

Sherlock

What is assessed?

Factors that affect motivation, engagement, achievement, persistence, graduation, and postsecondary participation and success

Guest High School Student Survey

Assessment Sections:

- Education
- College Readiness
- Career Interests
- Career Readiness
- Services & Activities
- Complete Assessment

Education

1. How confident are you in your understanding of the course requirements for high school graduation?
 - Extremely confident
 - Very confident
 - Somewhat confident
 - Not confident
2. In a usual week, about how many hours do you spend on homework outside the classroom?
 - 0 hours
 - Less than five hours per week
 - Five hours or more but less than ten hours per week
 - Ten hours per week or more
3. How often do you turn your homework in on time?
 - Almost always
 - Most of the time
 - Sometimes
 - Rarely or never
4. How often do you take part in classroom discussions and activities?
 - Almost always
 - Most of the time
 - Sometimes
 - Rarely or never
5. Check any of the following that apply to you.
 - You have missed school several times due to a serious illness
 - You are a foster child or ward of the court
 - You have a physical disability
 - You have a learning disability
 - You have a member of your immediate family who is in jail or prison
 - You have a member of your immediate family who is on active duty in the military
6. Check any of the following that apply to you.
 - You will have to take more than four years to complete high school
 - You are employed more than 15 hours per week
 - You change schools often (once a year or more)
 - You have repeated a grade or more in school
 - You are older than most students in your grade by at least one year
 - You are younger than most students in your grade by at least one year
 - You have missed school because of suspension or expulsion

Online assessment takes 15-30 minutes

Assessment Sections:

- [Education](#)
- [College Readiness](#)
- [Career Interests](#)
- [Career Readiness](#)
- [Services & Activities](#)

- [Complete Assessment](#)

College Readiness

1. What is the highest level of education and training that you plan on obtaining?
 - Bachelor's degree or higher --usually four or more years of postsecondary education
 - Associate's degree--usually two or more years of postsecondary education
 - Apprenticeship (one or more years of structured on-the-job training)
 - Certificate in technical, business, or other areas--usually one to two years beyond high school
 - High school diploma
 - Graduate equivalency degree (GED)
 - Less than high school completion
2. How confident are you in your understanding of which high school courses you should take to prepare for education and training following high school?
 - Extremely confident
 - Very confident
 - Somewhat confident
 - Not confident
3. What do you want to accomplish in high school? (Check all that apply.)
 - Prepare for education or training beyond high school
 - Prepare to enter the work force immediately after graduation from high school
 - Prepare for an apprenticeship (on-the-job training that leads to a special license)
 - Prepare to qualify for the military
 - Prepare for a religious mission
 - Prepare for community service
 - Other:
4. Check if you have done any of the following: (Check all that apply.)
 - Learned about the classes to take that will prepare you to be successful in college
 - Visited a college campus to learn more about the school and what it has to offer
 - Learned about college admissions requirements
 - Taken the PSAT or PLAN (pre-ACT)
 - Taken the SAT or ACT
 - Taken special classes or online training to prepare for college admission tests
 - Taken part in a learning or enrichment activity on a college campus
 - Learned about the qualifications needed to enter the postsecondary programs that interest you
 - Filed a Free Application for Federal Student Aid (FAFSA)

Students point and click in their native habitat

Guest High School Student Survey

Career Interests

Assessment Sections:

- [Education](#)
- [College Readiness](#)
- [Career Interests](#)
- [Career Readiness](#)
- [Services & Activities](#)
- [Complete Assessment](#)

1. [Agricultural and Natural Resources](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested
2. [Architecture and Construction](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested
3. [Arts, Audio-Video Technology, and Communications](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested
4. [Business and Administrative Services](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested
5. [Education and Training Services](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested
6. [Financial Services](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested
7. [Health Science](#) Click on the career category to get more information about it.
 - Very interested
 - Interested
 - Possibly interested
 - Not interested

Results are available instantly

Guest High School Student Survey

Assessment Sections:

- [Education](#)
- [College Readiness](#)
- [Career Interests](#)
- [Career Readiness](#)
- [Services & Activities](#)

- [Complete Assessment](#)

Career Readiness

1. Place a check next to the people who have been most helpful in your education and career planning. (Check all that apply)

- Parent/Guardian(s)
- Other family member(s)
- Teacher(s)
- Counselor(s)
- Minister, pastor, or other religious person(s)
- Friend(s)
- Coach (es) or activity leaders
- Other:

2. Have you taken a career inventory or survey that helps you learn about your career interests?

- Yes
- No — but would like to...
- No — not interested

3. Have you talked with a parent/guardian about your plans or hopes for the future (after you finish high school)?

- Yes
- No — but would like to...
- No — not interested

4. Have you talked with a school counselor or advisor about your plans or hopes for the future (after you finish high school)?

- Yes
- No — but would like to...
- No — not interested

5. Check if you have done any of the following: (Check all that apply.)

- Spent time with someone in the workplace to learn about the person's career
- Performed volunteer work (unpaid) or voluntary community service
- Learned about apprenticeships (on-the-job training that leads to a license in a skilled occupation)
- Learned about military entrance requirements
- Read about possible careers using a computerized career information system
- Learned about how to write a resume
- Learned about how to interview for a job
- I learned about what jobs will be in demand when you enter the workforce

Easily share summaries with teachers, parents, & administrators

Guest High School Student Survey

Services & Activities

Assessment Sections:

- [Education](#)
- [College Readiness](#)
- [Career Interests](#)
- [Career Readiness](#)
- [Services & Activities](#)

- [Complete Assessment](#)

1. Would you like help or advice in any of the following? (Check all that apply.)

- Building better study habits
- Homework
- Exploring career possibilities
- Learning about the ways in which you learn best (determining your learning style)
- Understanding different high school diploma options
- Making a career choice
- None of the above
- Other:

2. Would you like help or advice in any of the following? (Check all that apply.)

- Getting along with others
- How to feel safe in school
- How to feel better about yourself
- How to make and keep friends
- How to manage feelings and emotions
- How to get along with your family
- How to manage money effectively
- How to deal with the illness, injury, or death of someone close to you
- None of the above
- Other:

See what students want

Available at to schools and education support programs

- Web-based student survey system
- Register online
- Automated registration provides unique hyperlinks
- Targeted to grades 6-12 and beyond

Available to states, districts, and groups of schools or programs

- Group-wide reporting
- Group-wide communications
- Within-group comparisons
- Customized and standardized assessments
- Discounted pricing

Two Standard Forms

- Sherlock- Grades 6 - 12
- Follow-Up Survey - Beyond high school

Customized Form

- One form for all grades*
- Form *items* will be different for different grades
- Form name is **Your School/District/State Guidance Questionnaire**
- Each school/program will have a unique link for students to use to take the assessment (keeps data separate)

* Select which items are displayed for each grade level.

Career Aspiration Program Questionnaire

Education

Assessment Sections:

- [Education](#)
- [College Readiness](#)
- [Career Interests](#)
- [Career Readiness](#)
- [Services & Activities](#)

- [Complete Assessment](#)

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3. How often do you turn your homework in on time?
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 - Most of the time
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4. How often do you take part in classroom discussions and activities?
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5. Check any of the following that apply to you.
 - You have missed school several times due to a serious illness
 - You are a foster child or ward of the court
 - You have a physical disability
 - You have a learning disability
 - You have a member of your immediate family who is in jail or prison
 - You have a member of your immediate family who is on active duty in the military
6. Check any of the following that apply to you.
 - You will have to take more than four years to complete high school
 - You are employed more than 15 hours per week
 - You change schools often (once a year or more)

Customize the Standard Forms

- Change form name and item group titles
- Add, delete, or change item groups and items
- Assign items to specific grade or grades
- Reorder items or assign to different group
and
- Create custom surveys for any audience

Customize Your Use

- Create registration groups (career pathways, counselors, advisors, etc.)
- Manage users and authorize system privileges
- Create date ranges for reporting
- Create reporting groups (selected students from a list)
- Create and save custom reports

Sample Custom Report

Subjects for which students seek assistance

Subject	Percent Seeking Assistance
Mathematics	42.72
Science	28.46
English/Language Arts	21.34
Foreign Language	19.48
Computing	9.92
Reading	7.33

Data from Three Domains

- Academics, engagement, and involvement
- College and career readiness
- Career interests
- Career development
- Future planning
- Interests in guidance and support services
- Plans and aspirations

Data from Three Domains and Important Background Characteristics

- Household level of education - first gen status
- Living situation
- Usual grades earned
- Language spoken in the home

Standard and Custom Reporting

- Individual and group summaries
- Key factor summaries
- Comparison reports
- Change reports
- Custom reporting on any item response or group of item responses

School Engagement Concerns Report

Students whose engagement and effort place them at high risk for poor achievement and dropping out

School Engagement Concerns Report

- Report lists students in order of greater to fewer risk factors
- Report lists factors in order of greater to fewer students associated

High School Engagement Concerns Report

172 of 448 respondents in 2012-13 grade 9 associated with 4 or more factors

Send email to listed respondents and/or parents/guardians

1.	<u>Student Name</u>	14/32
2.	<u>Student Name</u>	14/32
3.	<u>Student Name</u>	13/32
4.	<u>Student Name</u>	12/32
5.	<u>Student Name</u>	12/32
6.	<u>Student Name</u>	12/32
7.	<u>Student Name</u>	11/32
8.	<u>Student Name</u>	11/32
9.	<u>Student Name</u>	11/32
10.	<u>Student Name</u>	11/32

Female, grade 9, age 15, white/non-Hispanic, earns mostly Bs and Cs, lives with mother and stepfather

Assessed 9/19/2011

What do we have to build upon in this list?

School Engagement Concerns

Low level of education in household

Repeated one or more grades

Learning Disability

Suspension or expulsion

Multiple absences due to serious illness

No helpful people for education and career planning

Must take more than four years to graduate from high school

High cost of education and training

Not involved in extracurricular activities

Zero homework hours per week

No career interests

Classes aren't challenging

Classes aren't interesting

Less than full effort applied to classes

Female, grade 9, age 15, white/non-Hispanic, earns mostly Bs and Cs, lives with mother and stepfather

Assessed 9/19/2011

How about this list?

Student Involvement Preferences

Would like more information on paying for college

Would like more information about how and when to apply for scholarships

Would use tutoring (if it were available)

Would like to formulate career plan for high school and beyond

Would like help or advice in learning about the different options for education and training beyond high school

Would like help or advice with an issue that could prevent taking part in education and training

Would like help or advice with which college admission test to take

Would like help or advice in getting ready for college admission tests

Would like help or advice in how to earn college credit while in high school

Would like to take part in college visit

Female, grade 9, age 15, white/non-Hispanic, earns mostly Bs and Cs, lives with mother and stepfather

Assessed 9/19/2011

Does anybody know?

Student Involvement Preferences

Would like more information on paying for college

Would like more information about how and when to apply for scholarships

Would use tutoring (if it were available)

Would like to formulate career plan for high school and beyond

Would like help or advice in learning about the different options for education and training beyond high school

Would like help or advice with an issue that could prevent taking part in education and training

Would like help or advice with which college admission test to take

Would like help or advice in getting ready for college admission tests

Would like help or advice in how to earn college credit while in high school

Would like to take part in college visit

Grade 9 School Engagement Concerns, 2012-13

Factor Description	Matching Respondents	Non-matching Respondents
High cost of education and training	163/448	285/448
Not involved in extracurricular activities	123/448	325/448
Classes aren't challenging	123/448	325/448
No helpful people for education and career planning	117/448	331/448
Classes aren't interesting	113/448	335/448
No career interests	89/448	359/448
Less than full effort applied to classes	58/448	390/448
Younger than classmates	58/448	390/448
Repeated one or more grades	57/448	391/448
Multiple absences due to serious illness	50/448	398/448
Learning Disability	50/448	398/448
Older than classmates	49/448	399/448
Below average scores on important tests	48/448	400/448
Suspension or expulsion	46/448	402/448
Low Grades (Cs and Ds and Below)	44/448	404/448
Poor Attendance	43/448	405/448
Must Help Family	42/448	406/448
Zero homework hours per week	34/448	414/448
Never participates in class discussions and activities	29/448	419/448
Must take more than four years to graduate from high school	23/448	425/448
Low level of education in household	18/448	430/448
English Language Learner	14/448	434/448
Changes Schools Often	14/448	434/448
Physical Disability	11/448	437/448
Employed more than 15 hours per week	9/448	439/448
School isn't preparing student for the future	7/448	441/448
Needs to care for and support a child	7/448	441/448
Foster Child	6/448	442/448
Never seeks academic help and doesn't know where to get it	6/448	442/448
Poor classroom behavior	6/448	442/448
You have taken a test that is required to graduate from high school and received a non-passing score	6/448	442/448
Education Expectation: Less than High School Completion	3/448	445/448

Top Ten Student Involvement Preferences Grade 9, 2011-12

	Factor Description	Respondents
1	Would use tutoring (if it were available)	<u>403/471</u>
2	Would like to take part in college visit	<u>325/471</u>
3	Would like more information about how and when to apply for scholarships	<u>287/471</u>
4	Would like to take part in learning experience on a college campus	<u>222/471</u>
5	Would like help or advice in how to earn college credit while in high school	<u>207/471</u>
6	Would like to talk with counselor about plans or hopes for the future	<u>206/471</u>
7	Would like more information on paying for college	<u>202/471</u>
8	Would like to formulate career plan for high school and beyond	<u>199/471</u>
9	Would like to visit a worksite in a field of work that interests you	<u>187/471</u>
10	Would like help or advice in learning about the different options for education and training beyond high school	<u>187/471</u>

Filtering Reports

- Show subgroup results
- Compare subgroup with larger group
- Compare subgroup with another subgroup
- Many filtering options

Sherlock Messaging

- For popular information requests
- Send email to selected or target groups of students
- Send email to parents/guardians
- Send student reports to colleagues

Counselor Template Communications

None

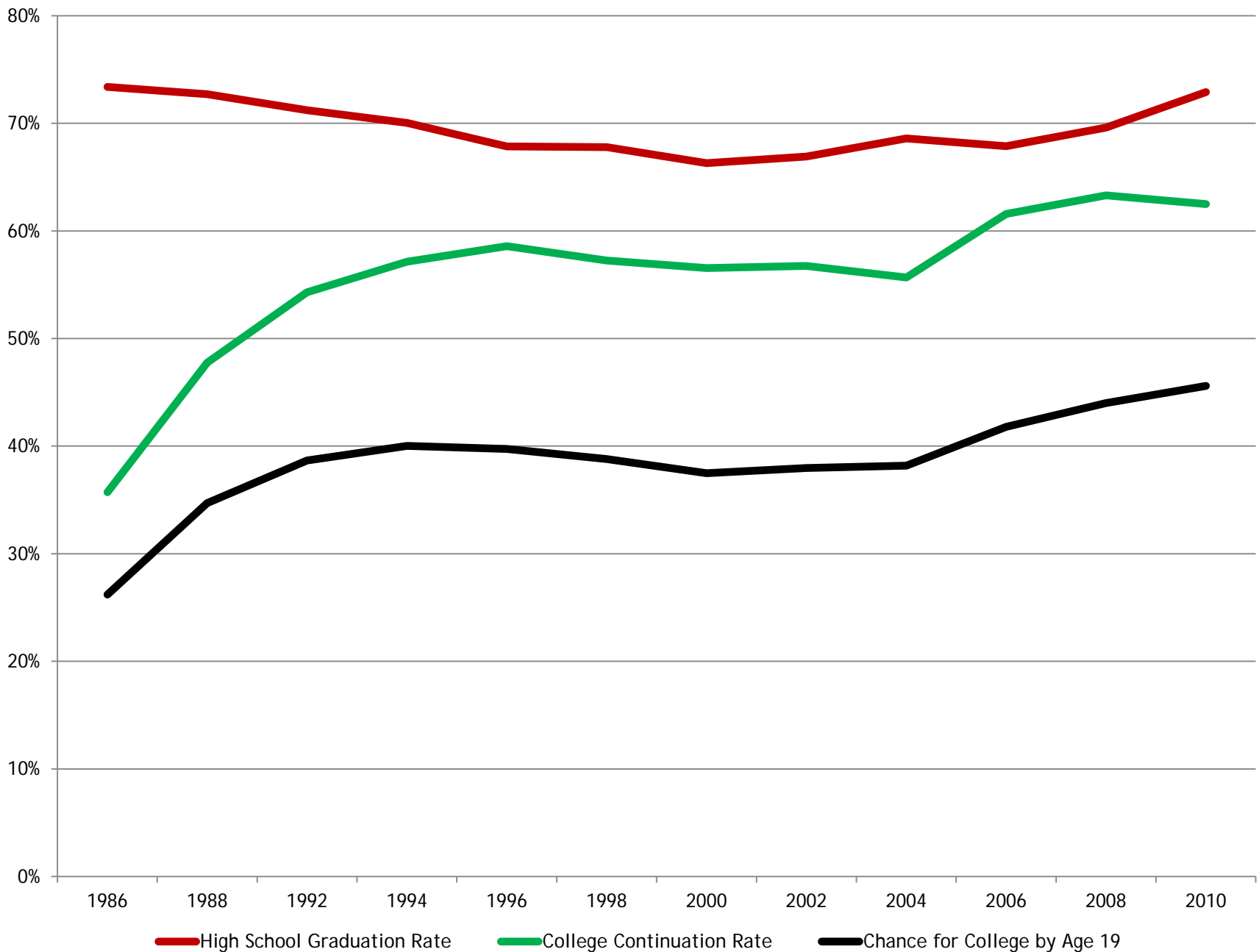
Exploring Careers
Choosing a Career
Career Assessments and Surveys
Visiting a Workplace
Volunteering and Community Service Activities
Finding Internships
Deciding which College Admission Test to Take
Preparing for College Admissions Tests
Visiting a College, University, or Training Organization
Earning College Credit in High School
How and When to Apply for Financial Aid
Paying for Postsecondary Education and Training
Finding College Scholarships
Learning about Postsecondary Options
Homework Help
Finding a Tutor
Study Skills and Homework Resources
Creating Your Career Plan



Simply put...

We want more students to graduate from high school prepared for postsecondary education, and equipped to be successful in postsecondary education. In the U.S., the student-to-counselor ratio is **459:1**.

Source: U.S. Department of Education, National Institute for Educational Statistics-Public Elementary and Secondary School Student Enrollment : School Year 2009-2010. Retrieved from www.schoolcounselor.org (American School Counselor Association), who recommends a student-counselor ratio of 250:1.



U.S. High School Graduation, College Continuation, and Chance for College 1986-2010
 Source: Tom Mortenson and Nicole Brunt. *Postsecondary Education OPPORTUNITY*, 2013.

Guidance assessment to improve student outcomes

Many of the data points associated with high school completion and postsecondary participation are evident

“...most future dropouts can be predicted as early as 6th grade by studying academic and engagement issues among these students in elementary and middle schools.”

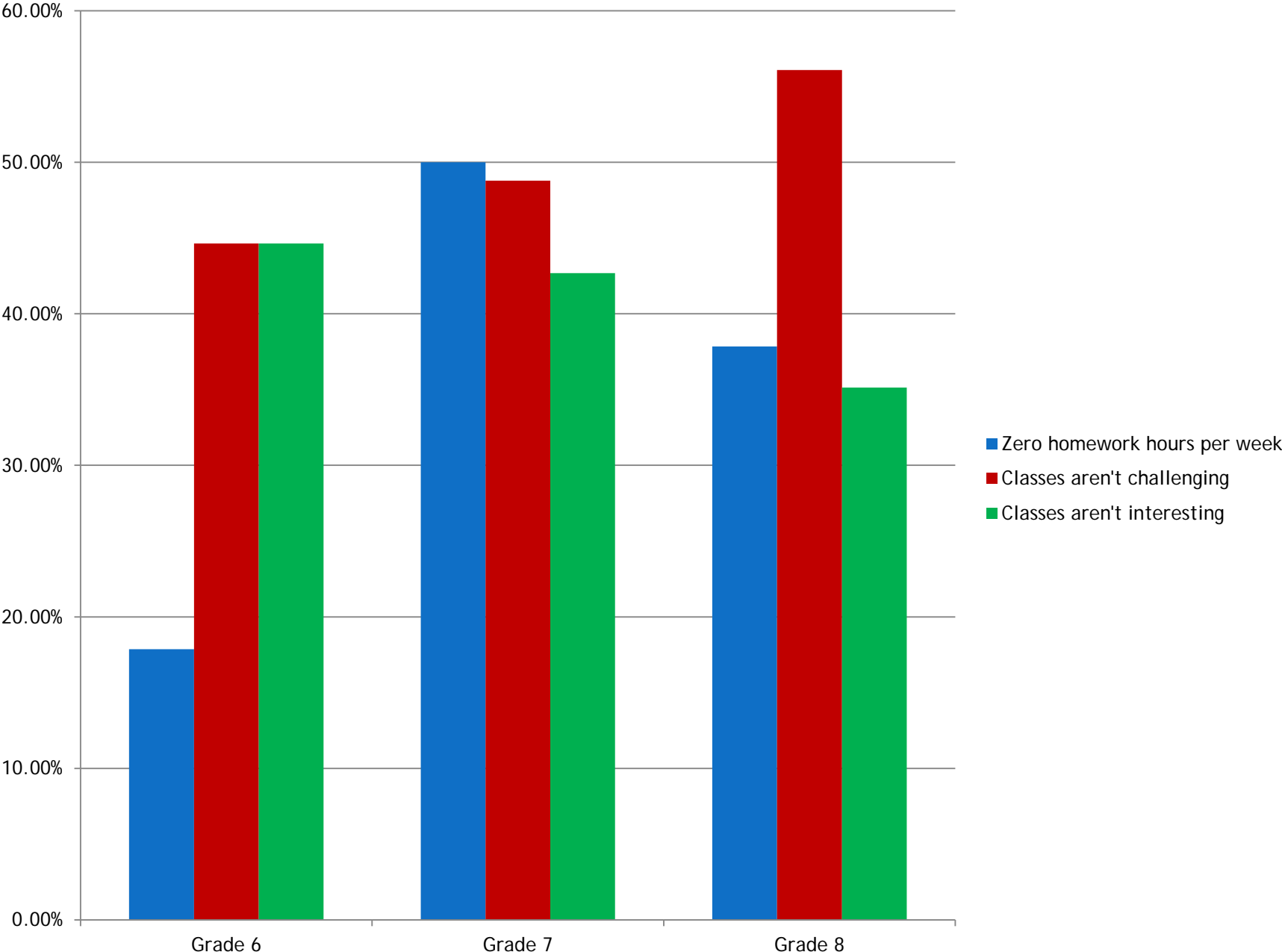
(Balfanz, Herzog, & Mac Iver. 2005)

Guidance assessment to improve student outcomes

Many of the data points associated with high school completion and postsecondary participation are evident

EARLY

Top 3 School Engagement Concerns - Missouri Middle School Grades 6-8



Want to experience the assessment system? Take an assessment to see what it's like

1. Go to sherlock.intocareers.org/ Click on the Students Menu and select the assessment you would like to take
2. Enter **guest** as the authorization code on the student information page
3. Complete the sections of the information page with *
4. Take the assessment - aliases welcome

Want to experience the assessment system? Use admin tools and reports

1. Go to sherlock.intocareers.org/forprofessionals.aspx
2. Select Administration and Reporting Tools
3. Enter guest as the email address
4. Enter guest1 as the password
5. Use the links to view the tools and generate reports

Note: data from the 'Guest School' derive from counselors, graduate students, and other trainees who have participated in hands-on training sessions. If you take an assessment, your data will be visible to others. Feel free to use an alias and fictitious data. Go to Show All Respondents in Administration and Reporting Tools to view your individual reports.

Assessment Implementation

- Read Instructions for Assessment Administrators
- Let students know a few days before that they will need to know
 - * Student email address (if the student has one)
 - * Parent email address
 - * Highest level of education completed by parent or guardian

Assessment Implementation

1. Plan your data collection
2. Collect your data
3. Share your data and work together in interpretation
4. Formulate action strategies to address issues of greatest concern

Assessment Implementation

- Let students know that you are collecting information that will help the program to better serve students
- Let students know that their responses will inform your ability to provide assistance
- Let students know that you want them to give serious consideration to all of the questionnaire items (and that there aren't right or wrong answers)

Assessment Implementation

- Direct students to the hyperlink that takes them to the questionnaire - either on the computer desktop or as a link on the school website
- Let students know that most students complete the assessment in about 20 minutes and that more time will be allowed if students need more time. It is important that students not feel rushed to complete.

Getting Your Reports

- Each Sherlock site administrator has access to the Sherlock data (and can provide access to others)
- Log in to the reporting tools at sherlock.intocareers.org - Under the Professionals menu, the first bulleted item is Administration and Reporting Tools
- Go to Other Settings and select Manage Users

Registration

1. Go to registration link at sherlock.intocareers.org
2. Select school or program registration
3. School? Enter zip code in upper registration code
4. Find your school? Click select and auto register
5. Not there? Use manual option and wait for approval
6. Program? Enter data in form and wait for approval

Introduction to Sherlock

*Slideshow online: sherlock.intocareers.org/Sherlock.pdf
Access to slides, documents, and hyperlinks*

*Sample reports, presentations, documentation, and
assessment previews:
sherlock.intocareers.org/docs.htm*

*Sherlock Data Action Plan for consideration of elements
that contribute to a successful guidance assessment
program: sherlock.intocareers.org/DataActionPlan.pdf*

Questions or more information

[Information brief about the Sherlock state \(group\) guidance data system](#)

[One-page description of the Sherlock for schools and programs](#)

[Sample reports, assessment previews, and more](#)

Contact

intoCareers

inquiries@intocareers.org

1-800-553-2252

Sherlock