



TRINITY ACCESS

SCHOOL DATA 2019

PARTNERS AND CONTRIBUTORS

Acknowledgements

This report was compiled by Dr Aibhín Bray and Philip Byrne in Trinity Access from data gathered in cooperation with Trinity Access partner schools.

Trinity Access (TA) aims to transform the education system, through work at student, school and system level, so that every young person can reach their full potential. They work in partnership across the education sector with students, teachers, families, communities and businesses to widen access and participation of under-represented groups at third level. The TA schools programme breaks down barriers by partnering with schools to develop strong 'college going cultures' and innovative approaches to teaching and learning through three Core Practices: Pathways to College, Mentoring and Leadership in Learning.

For more information: <https://www.tcd.ie/trinityaccess/>

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OVERVIEW

From March 2019 to May 2019, a total of 3863 students from 17 Dublin based post-primary schools participated in Trinity Access 21 (TA21) whole-school data collection.

The goal of this ambitious undertaking was to further understand the impact of the TA21 pillars (**Pathways to College**, **Mentoring** & **Leadership in Learning**). TA21 measured students' self-reported Active Engagement, Educational Aspirations & Goals, Wellbeing, Student Voice, Confidence in College Success, Student-Teacher Relationship. Coupled with these measures, student confidence in the following key skills were measured; Creativity, Critical Thinking, Collaboration, Communication, Self-direction and Technology in Learning.

The tables below illustrate the impact of the three TA21 pillars on students' self-reported Active Engagement with Education, Educational Aspirations & Goals, Wellbeing, Student Voice, Confidence in College Success, Student-Teacher Relationship. Each table shows which pillar positively influences these aspects.

For example, College-Related Project Work predicts higher levels of Education Aspirations and Goals as well as Active Engagement.

Descriptions of these measures can be found in the appendix of this report.

TABLE 1: PATHWAYS TO COLLEGE IMPACT

Pathways to College	Positive Predictor of...	Negative Predictor of...
College-related project work	<ul style="list-style-type: none"> - Education Aspirations & Goals - Active Engagement 	
Career Fairs	<ul style="list-style-type: none"> - Confidence in College Success - Active Engagement 	
Talk by College/ University Rep	<ul style="list-style-type: none"> - Wellbeing 	
Talk by Expert/ Professional	<ul style="list-style-type: none"> - Education Aspirations & Goals - Confidence in College Success - Student-Teacher Relationship - Active Engagement 	
Workplace Visit	<ul style="list-style-type: none"> - Wellbeing 	

TABLE 2: MENTORING IMPACT

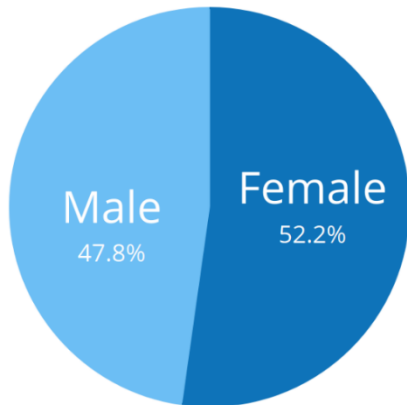
Mentoring	Positive Predictor of...	Negative Predictor of...
High Quality Mentor Relationship	<ul style="list-style-type: none"> - Educational Aspirations & Goals - Wellbeing - Student Voice - Confidence in College Success - Student-Teacher Relationship - Active Engagement 	
Low Quality Mentor Relationship		<ul style="list-style-type: none"> - Wellbeing - Student Voice - Student-Teacher Relationship - Active Engagement
Mentor Type - Outside Expert	<ul style="list-style-type: none"> - Active Engagement 	
Mentor Type - Staff in School	<ul style="list-style-type: none"> - Student- Teacher Relationship - Active Engagement 	
Number of mentoring sessions	<ul style="list-style-type: none"> - Student-Teacher Relationship 	

TABLE 3: LEADERSHIP & LEARNING IMPACT

Leadership & Learning	Positive Predictor of...	Negative Predictor of...
21C T&L Exposure	<ul style="list-style-type: none"> - Educational Aspirations & Goals - Wellbeing - Student Voice - Confidence in College Success - Student-Teacher Relationship - Active Engagement 	
Any Engagement in Leadership in Learning Activities	<ul style="list-style-type: none"> - Student Voice - Confidence in College Success 	
High engagement in Leadership in Learning activities	<ul style="list-style-type: none"> - Active Engagement 	

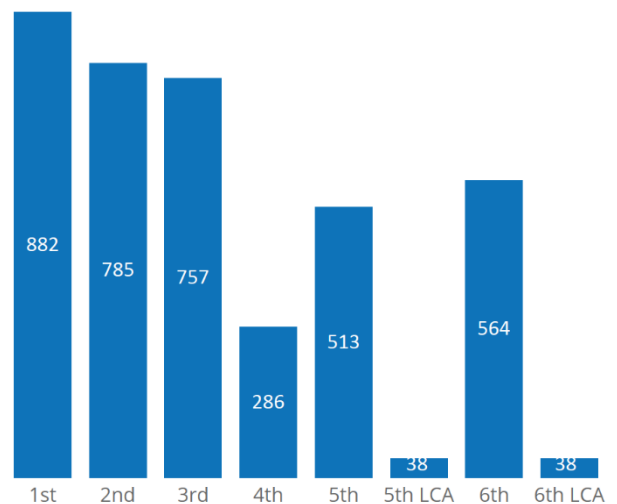
WHO THEY ARE

A total of **3863** students from **17** Dublin Post-primary schools completed the **TA21 Whole School Student Survey**.



The 17 participating schools consisted of **2** All Boys, **5** All Girls and **10** Mixed.

All Year Groups in all schools participated in the Whole School Student Survey.

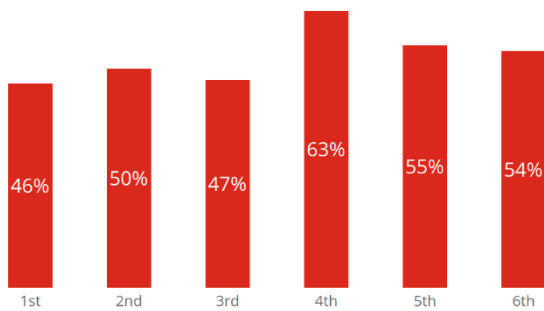
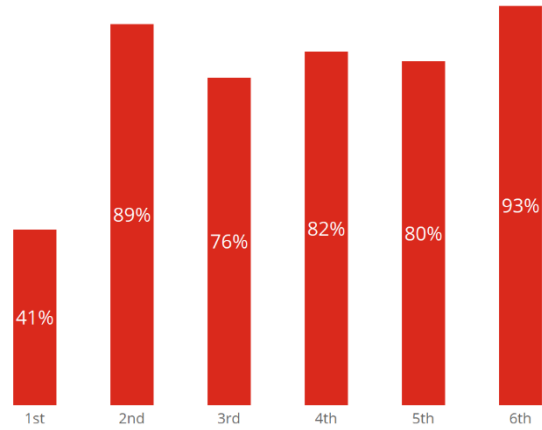


It only took approximately **21.1 minutes** for each student to complete the Whole School Student Survey on average.

WHAT THEY DID

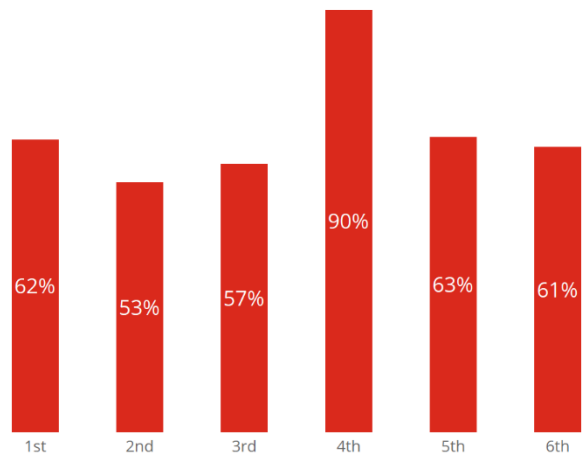
PATHWAYS TO COLLEGE ACTIVITIES

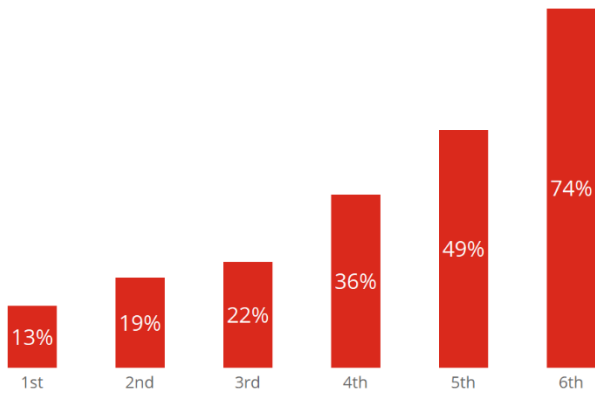
2793 students reported that they participated in a **College/University Campus Visit.**



1903 students reported that they participated in **College Related Project Work.**

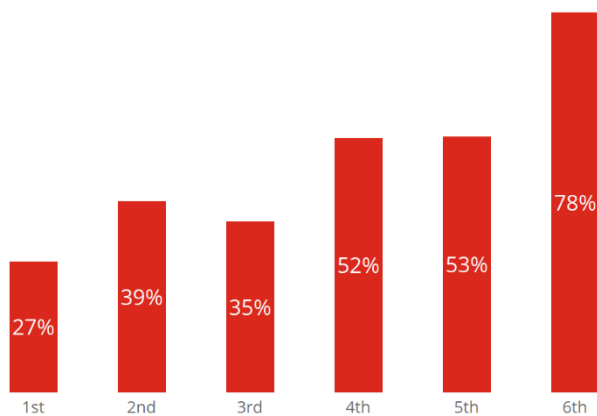
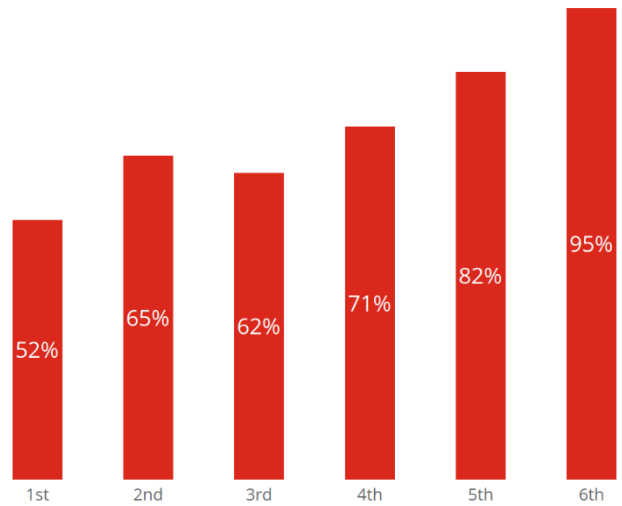
2309 students reported that they participated in a **Work Place Visit.**





1211 students reported that they attended a **Careers Fair**.

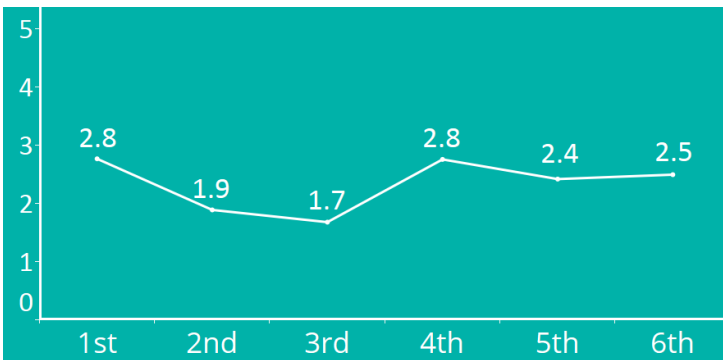
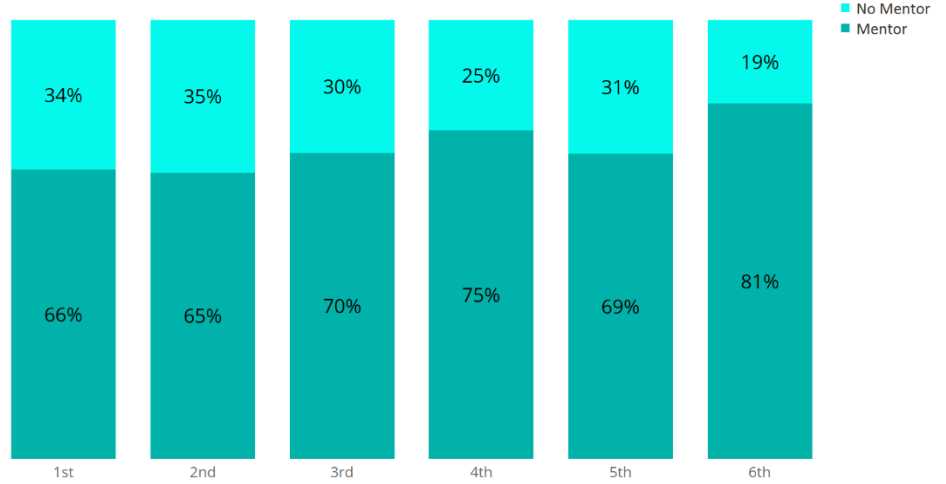
1666 students reported that they attended a **Talk by an Expert/Professional**.



2580 students reported that they attended a **Talk by a College/University Representative**.

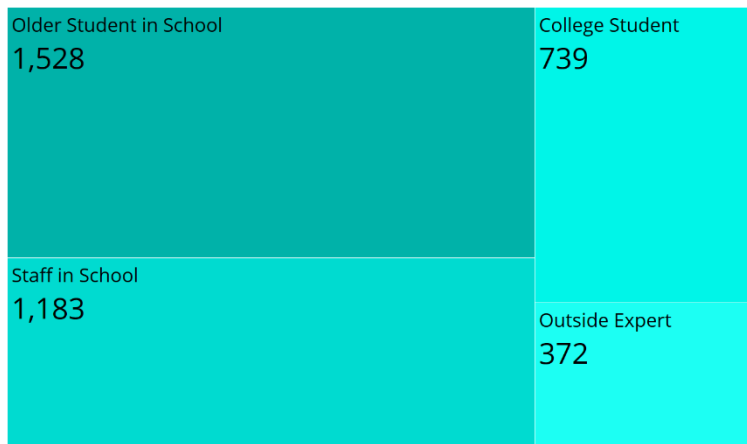
MENTORING

2615 students reported that they had a mentor.

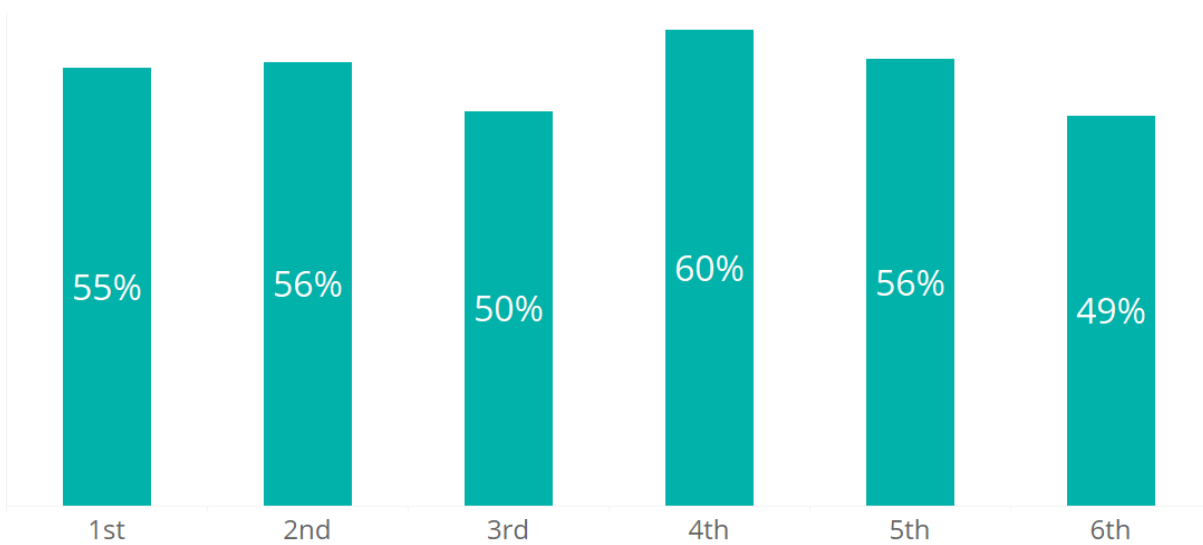


Students met their mentors on average **2.3** times during the school year.

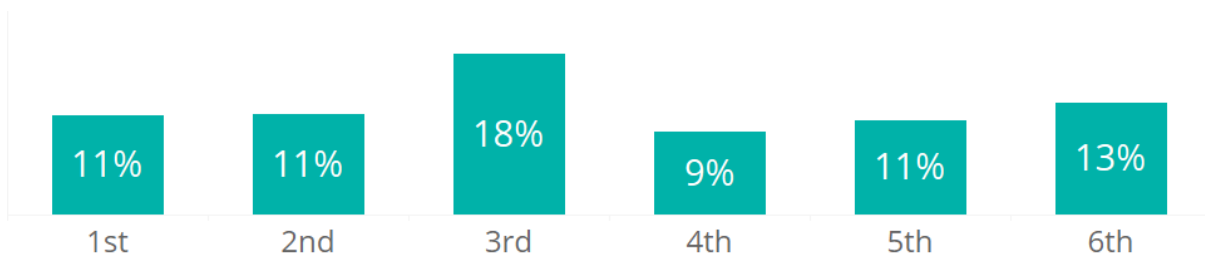
889 students reported that they had more than one **Type of Mentor**



1352 of students with a mentor reported that they had a **High-Quality Mentoring Relationship** (Good or Excellent).

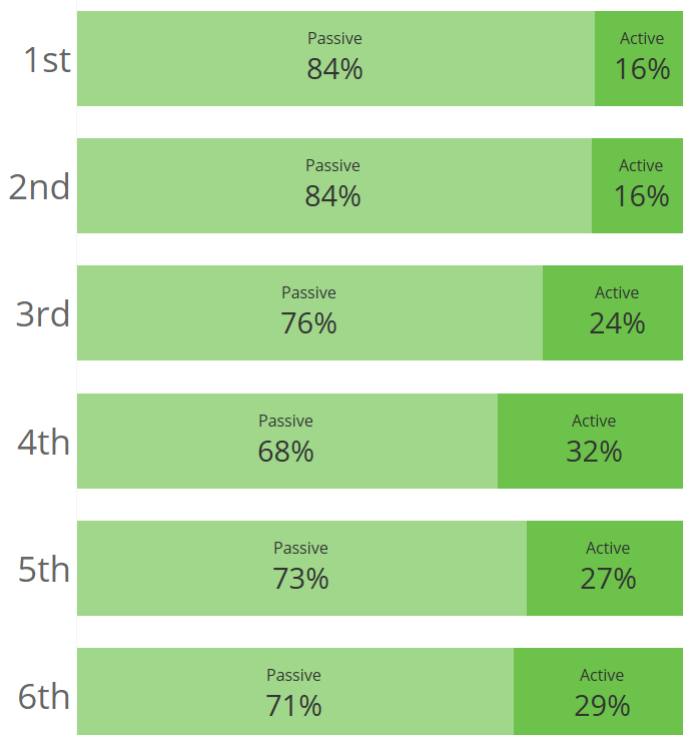
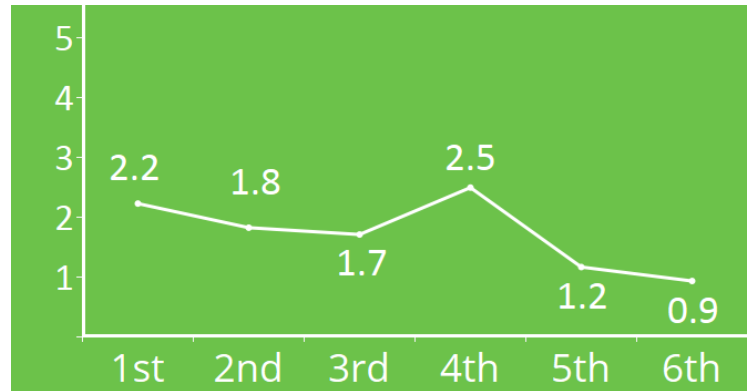


319 of students with a mentor reported that they had a **Low-Quality Mentoring Relationship** (Poor and Very Poor).



LEADERSHIP IN LEARNING – OUTSIDE THE CLASSROOM

On average, students stated that they participated in **1.7 Leadership in Learning Activities.**

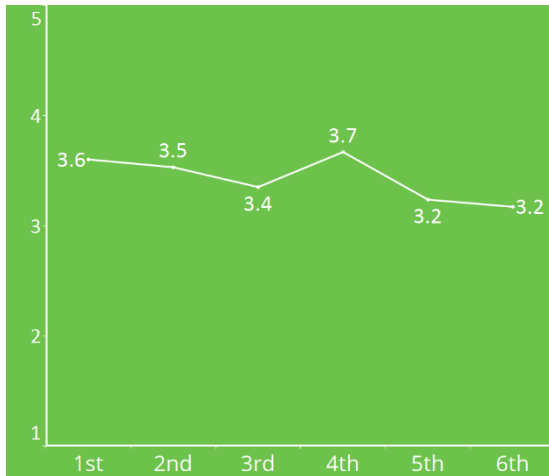
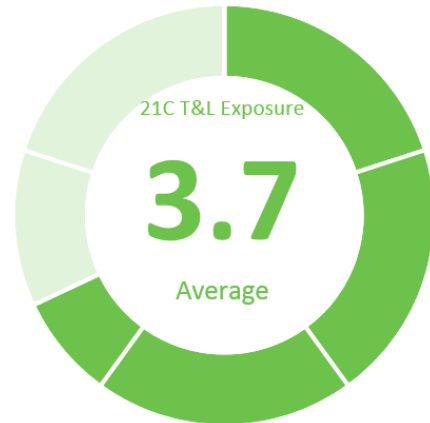


1675 students reported that they had participated in a **Leadership in Learning Activity** with varying levels of engagement.

LEADERSHIP IN LEARNING CONSISTS OF THREE COMPONENTS: IDENTIFYING PROBLEM, IDENTIFYING SOLUTION AND PARTICIPATING IN ACTIVITY. ACTIVE ENGAGEMENT CONTAINS TWO OR THREE

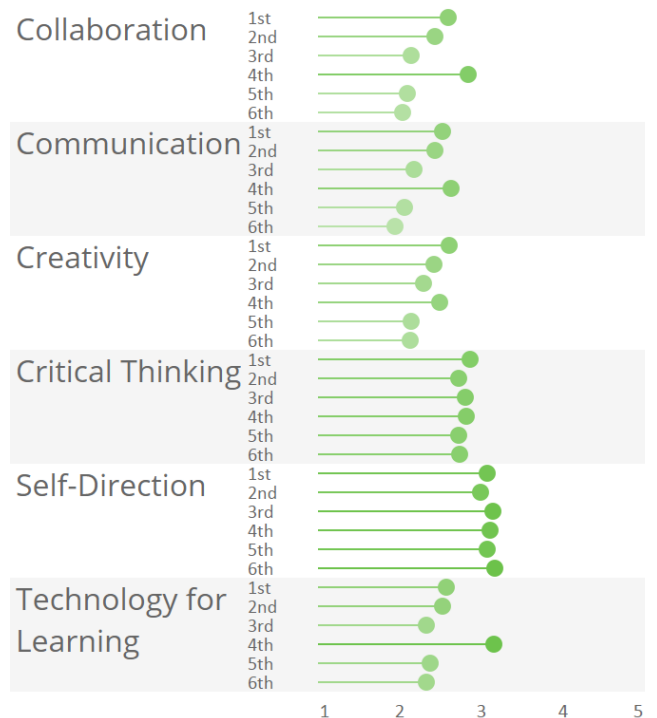
LEADERSHIP IN LEARNING – INSIDE THE CLASSROOM

Students answered questions related to their perceived exposure of various **21C Teaching and Learning** practices in the classroom (See Appendix X). These questions were scored to give an overall score between 1 and 5.



Apart from 4th year students **Senior Cycle** students reported **lower** levels of 21C Teaching and Learning Exposure than **Junior Cycle** students on average.

Students were also asked to rate the frequency in which they practice specific **Key Skills** in the classroom on a scale from 1-to-5 (See appendix X). The results of which can be seen in the adjacent chart.



IMPACT OF TA21 PILLARS

ACTIVE ENGAGEMENT

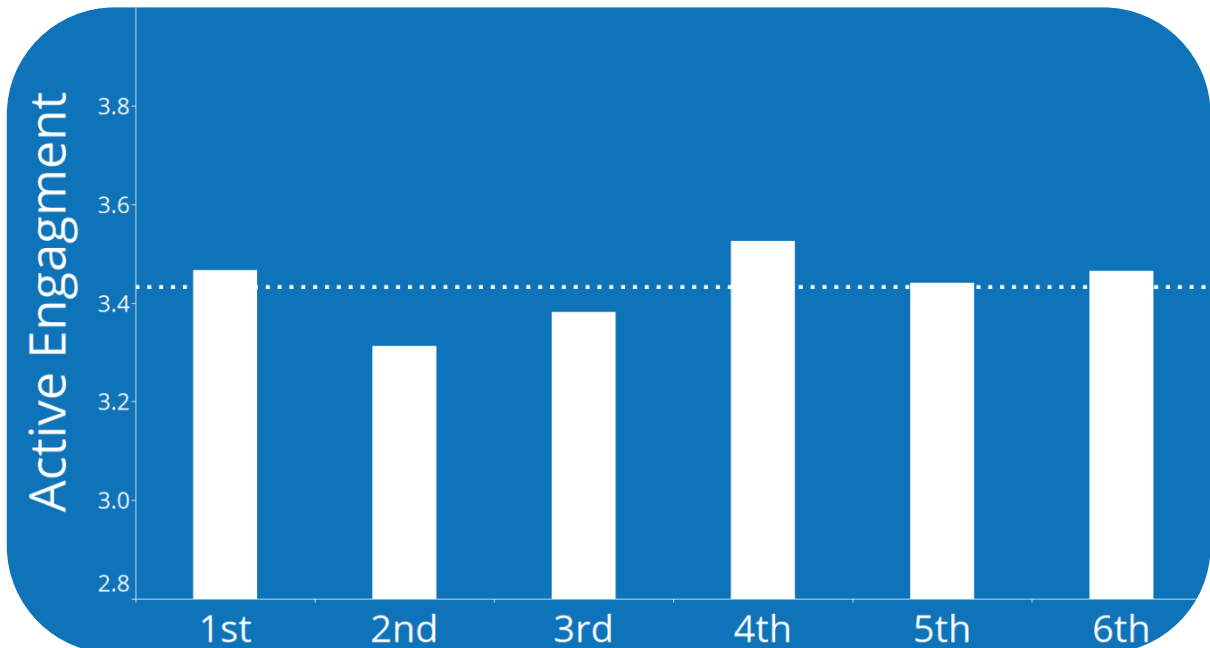
Students answered questions related to their

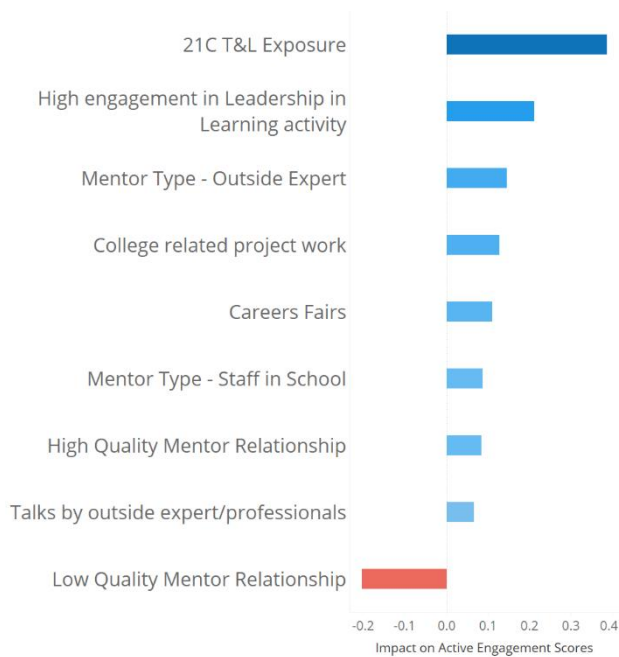
Active Engagement

in education (See Appendix X). These questions were scored to give an overall Active Engagement score between 1 and 5.



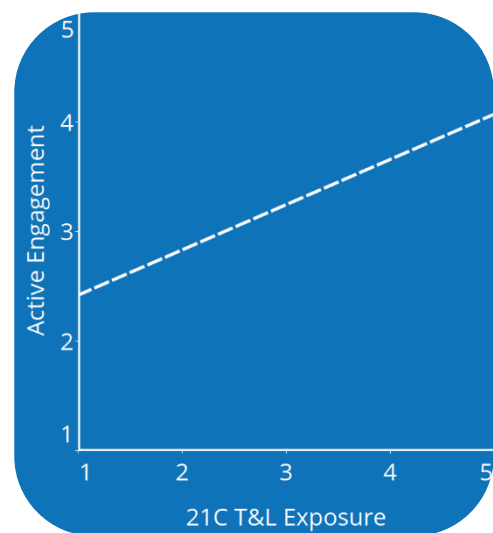
2nd Year scores were significantly **Lower** than 1st, 4th, 5th and 6th years.





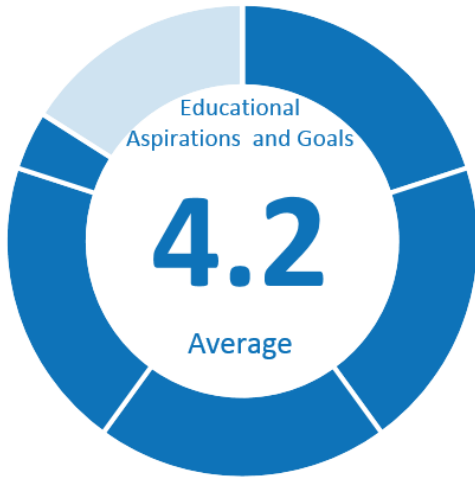
To further understand the **Impact** of the TA21 pillars on Active Engagement scores a Multiple Linear Regression was run. Results indicate that exposure to **21C Teaching and Learning** was the most influential positive factor with a **Low-Quality Mentoring Relationship** the most influential negative factor. Further exploration of these factors can be found below

Higher scores in self-reported **21C Teaching and Learning** Exposure is positively associated with higher **Active Engagement** Scores.



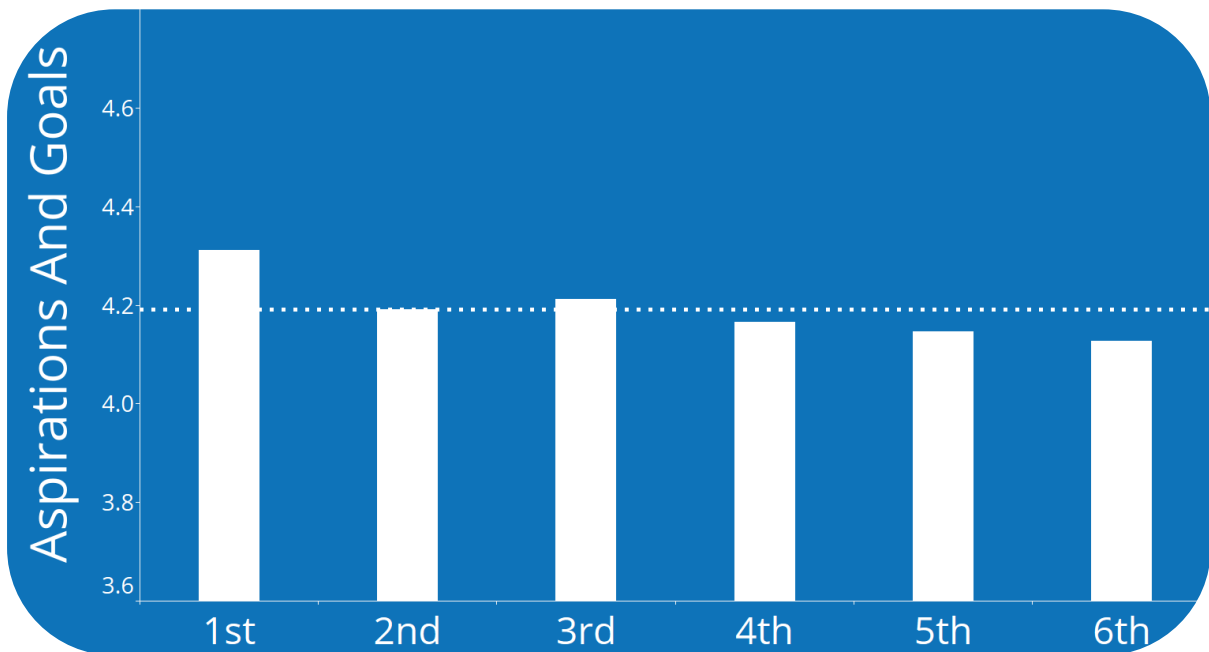
- Students who had a **Low-Quality Mentoring Relationship** reported **-12%** lower scores.
- Students who stated they had a **High-Quality Mentoring Relationship** reported **9%** higher scores.
- Students who listed an **Outside Expert** as their **Mentor** reported **7%** higher scores.
- Students who engaged in **College Related Project Work** reported **7%** higher scores.
- Students who attended a **Careers Fair** reported **6%** higher scores.
- Students who attended a **Talk by an Expert/Professional** reported **6%** higher scores.
- Students who reported a **High Engagement in a Leadership in Learning Activity** reported **6%** higher scores.
- Students who listed a **School Staff** member as their **Mentor** reported **5%** higher scores.

EDUCATIONAL ASPIRATIONS AND GOALS

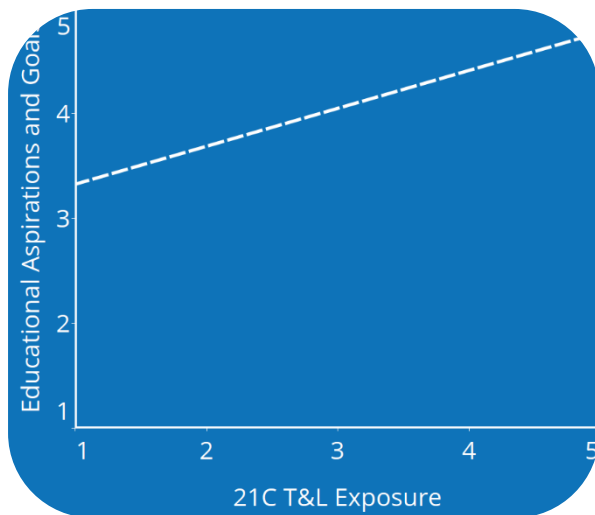
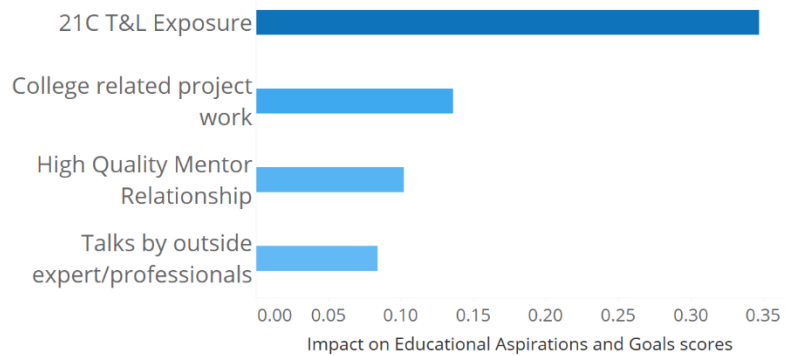


Students answered questions related to their **Educational Aspirations and Goals** (See Appendix X). These questions were scored to give an overall score between 1 and 5.

1st Year scores were significantly **Higher** than 2nd, 4th, 5th and 6th years.



Exposure to **21C Teaching and Learning** was the most influential positive factor. Further exploration of these factors can be found below



Higher scores in self-reported **21C Teaching and Learning** Exposure is positively associated with higher **Educational Aspirations and Goals** Scores.

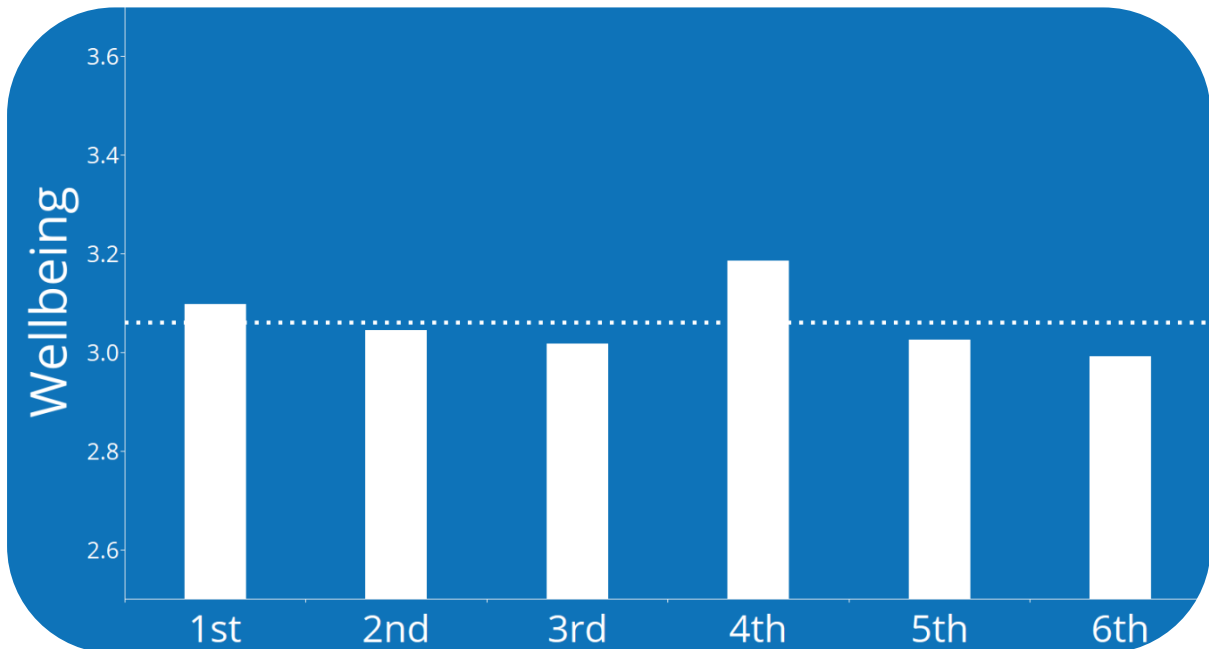
-
- Students who engaged in **College Related Project Work** reported **5%** higher scores.
 - Students who stated they had a **High-Quality Mentoring Relationship** reported **5%** higher scores.
 - Students who attended a **Talk by an Expert/Professional** reported **3%** higher scores.
-

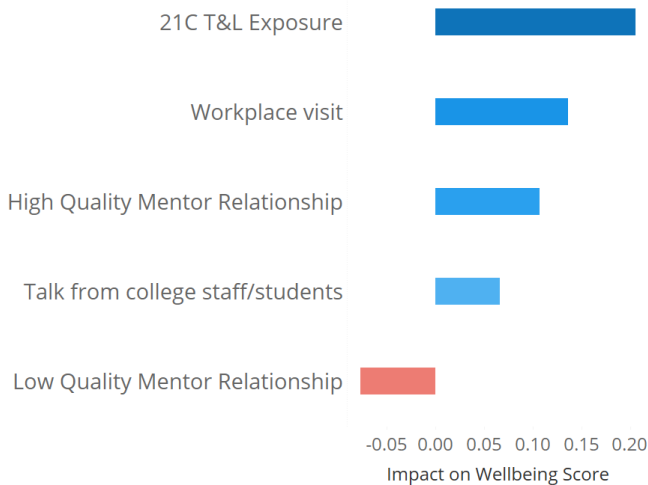
WELLBEING

Students answered questions related to their **Wellbeing** (See Appendix X). These questions were scored to give an overall score between 1 and 5.



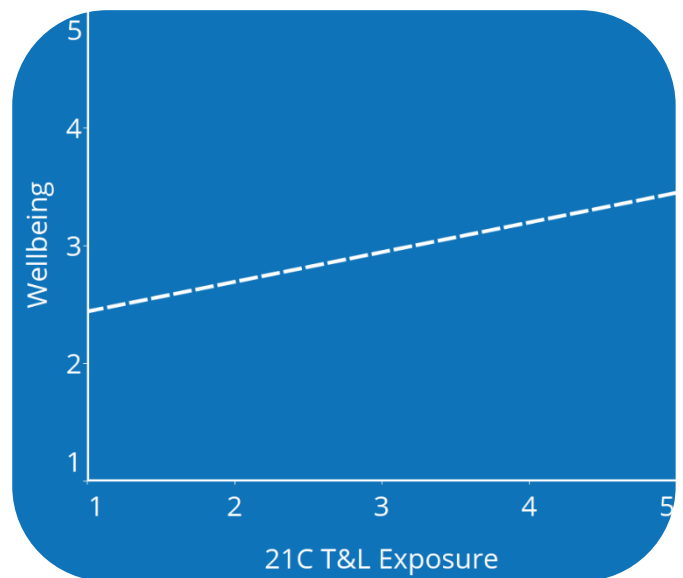
4th Year scores were significantly **Higher** than 2nd, 3rd, 5th and 6th years.





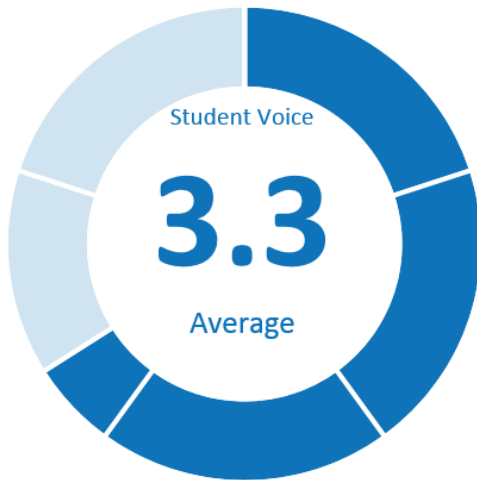
Exposure to **21C Teaching and Learning** was the most influential positive factor with a **Low-Quality Mentoring Relationship** the most influential negative factor. Further exploration of these factors can be found below.

Higher scores in self-reported **21C Teaching and Learning** Exposure is positively associated with higher **Wellbeing** Scores.



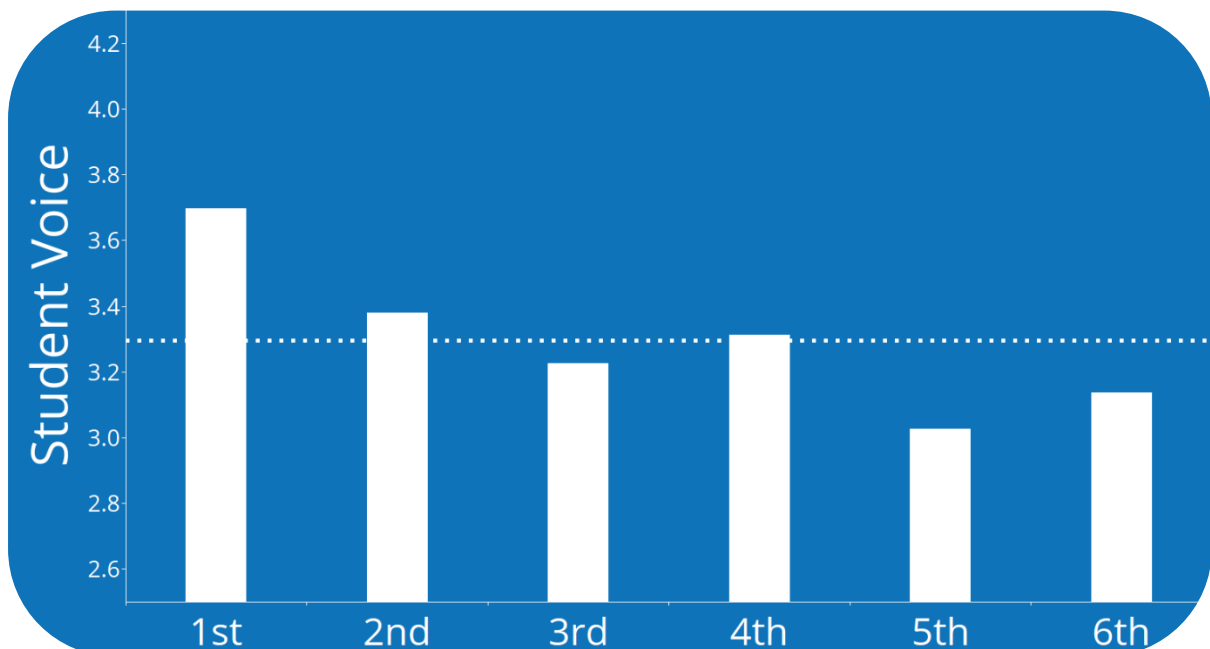
- Students who stated they had a **Low-Quality Mentoring Relationship** reported **-8%** lower scores.
- Students who stated they had a **High-Quality Mentoring Relationship** reported **7%** higher scores.
- Students who attended a **Work Place Visit** reported **6%** higher scores.
- Students who attended a **Talk by College/University Representative** reported **3%** higher scores.

STUDENT VOICE

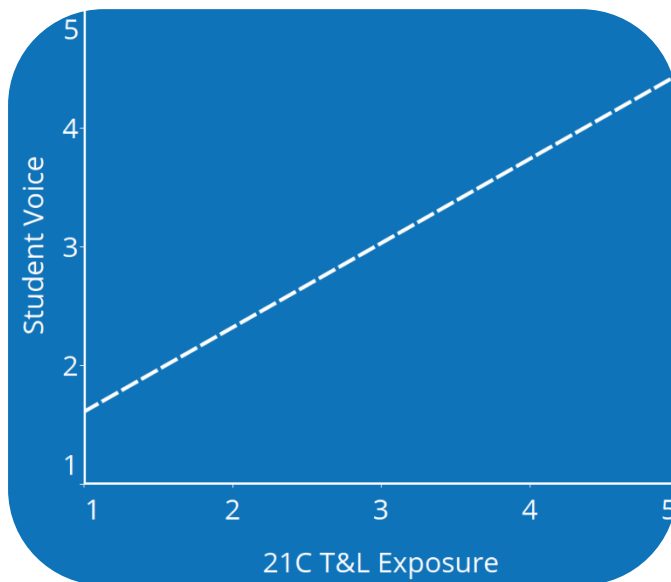
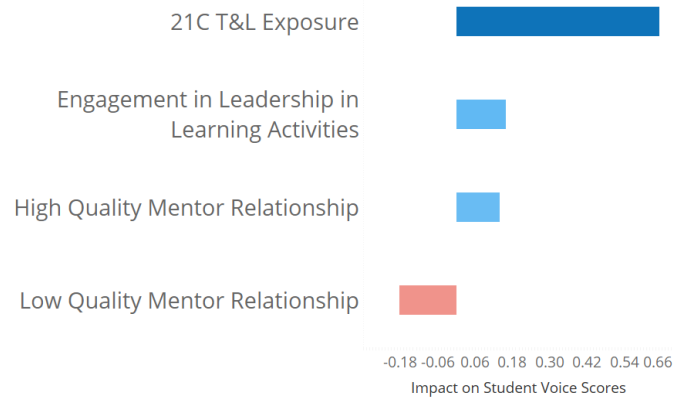


Students answered questions related to their **Student Voice** (See Appendix X). These questions were scored to give an overall score between 1 and 5.

1st Year scores were significantly **Higher** than all other year groups. **5th Year** scores were significantly **Lower** than all other year groups.



Exposure to **21C Teaching and Learning** was the most influential positive factor with a **Low-Quality Mentoring Relationship** the most influential negative factor. Further exploration of these factors can be found below.



Higher scores in self-reported **21C Teaching and Learning** Exposure is positively associated with higher **Student Voice** Scores.

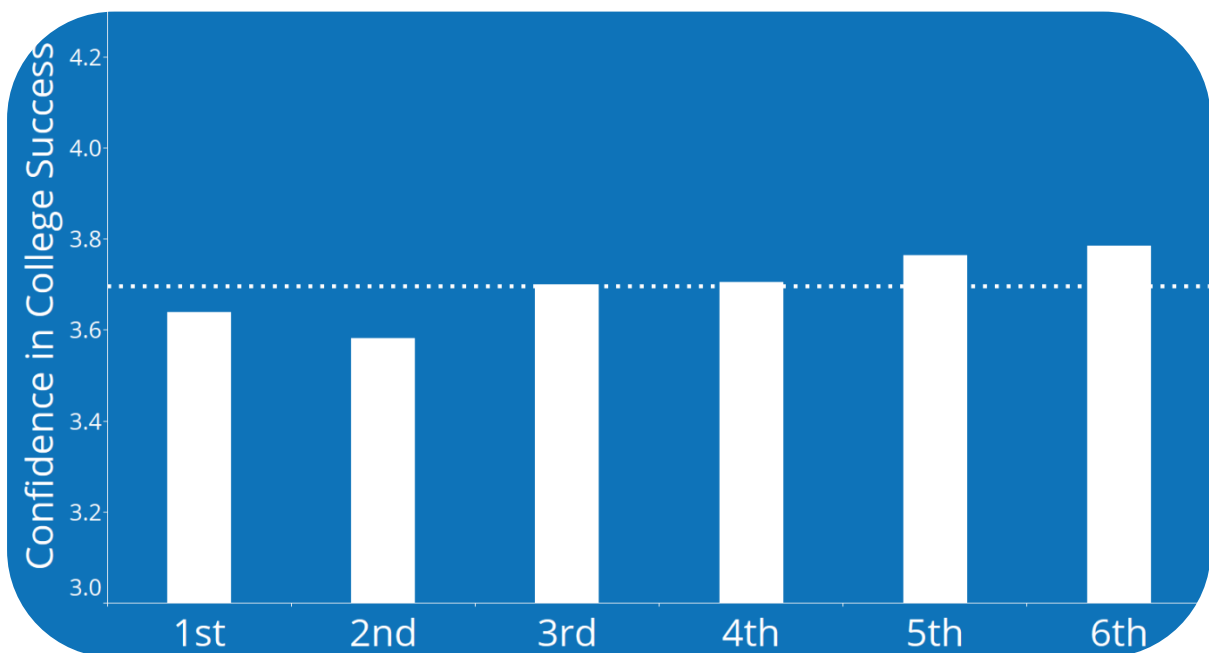
- Students who stated they had a **Low-Quality Mentoring Relationship** reported - **18%** lower scores.
- Students who stated they had a **High-Quality Mentoring Relationship** reported **13%** higher scores.
- Students who engaged in a **Leadership in Learning Activity** reported **8%** higher scores.

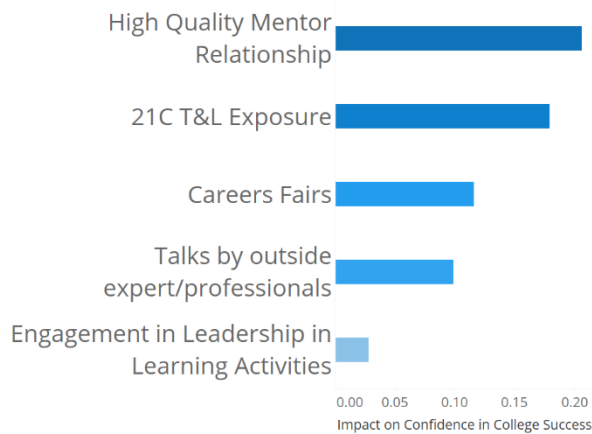
CONFIDENCE IN COLLEGE SUCCESS

Students answered questions related to their **Confidence in College Success** (See Appendix X). These questions were scored to give an overall score between 1 and 5.



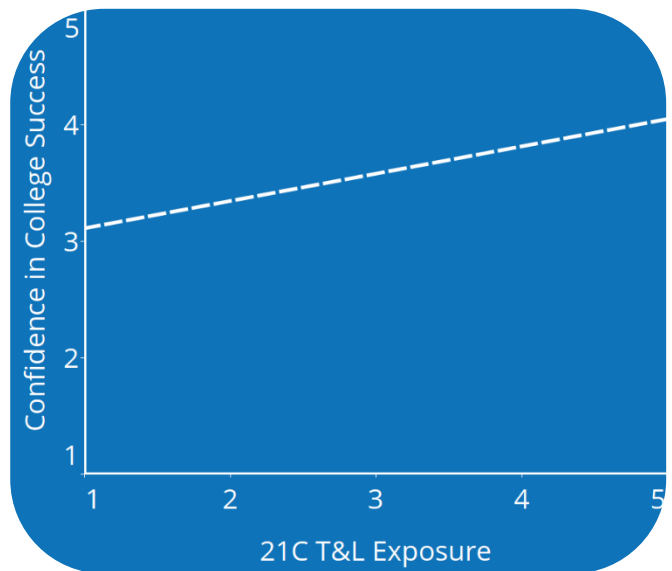
6th Year scores were significantly **Higher** than 1st and 2nd years. **2nd Year** scores were significantly **Lower** than 5th and 6th years.





A **High-Quality Mentoring Relationship** was the most influential positive factor. Further exploration of these factors can be found below.

Higher scores in self-reported **21C Teaching and Learning Exposure** is positively associated with higher **Confidence in College Success** Scores.



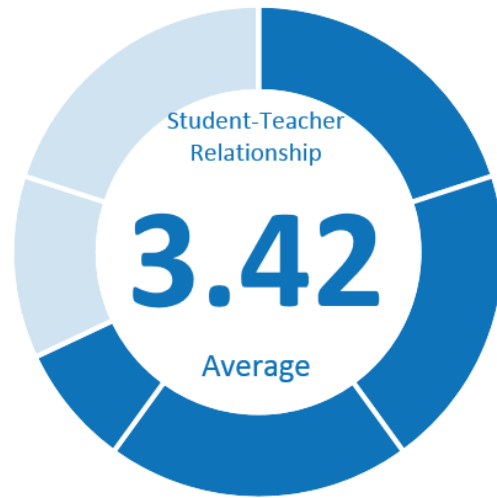
- Students who stated they had a **High-Quality Mentoring Relationship** reported **8%** higher scores.
- Students who attended a **Careers Fair** reported **5%** higher scores.
- Students who attended a **Talk by an Expert/Professional** reported **5%** higher scores.
- Students who engaged in a **Leadership in Learning Activity** reported **3%** higher scores.

STUDENT-TEACHER RELATIONSHIP

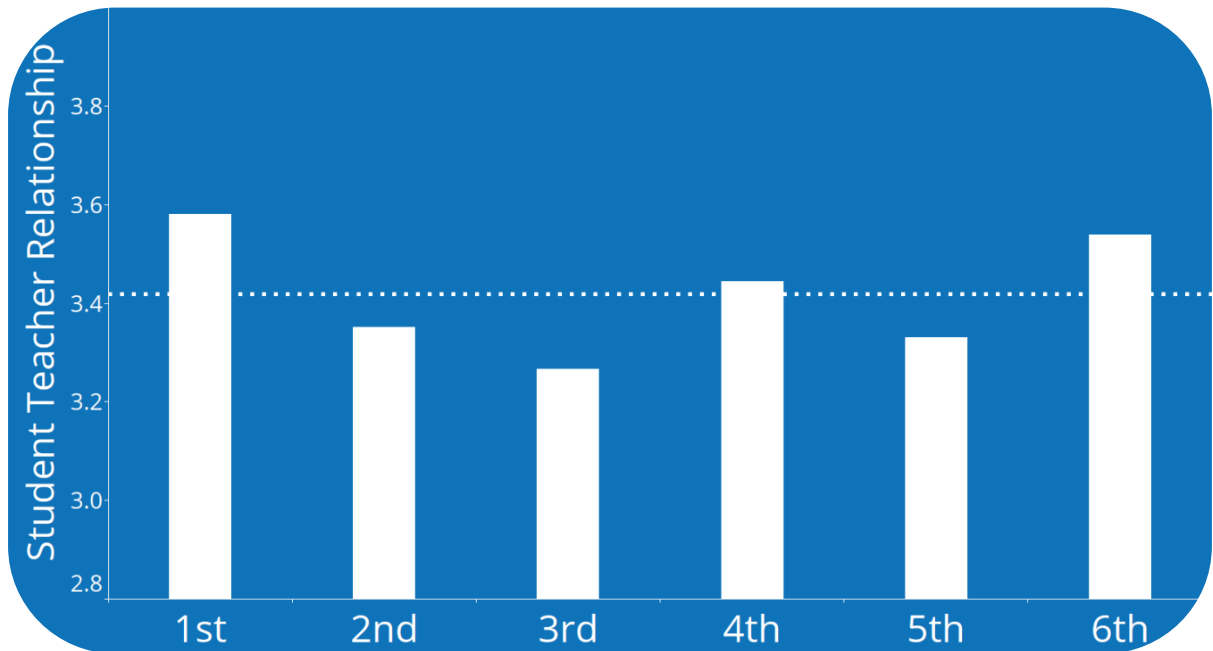
Students answered questions related to their

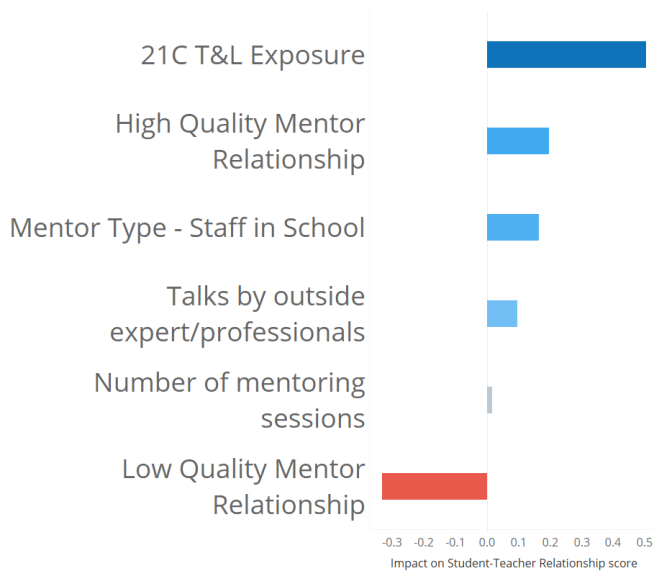
Student-Teacher Relationship (See Appendix X).

These questions were scored to give an overall score between 1 and 5.



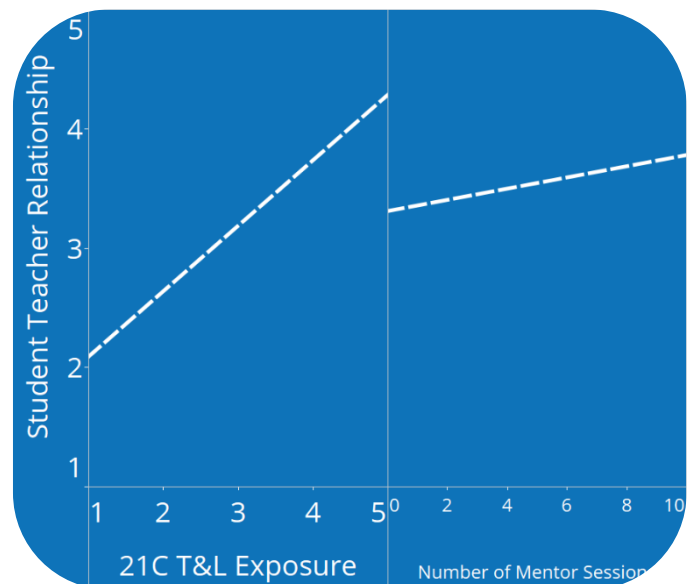
1st Year and 6th Year scores were significantly Higher than 2nd, 3rd and 5th year. 3rd Year scores were significantly Lower than 1st, 4th and 6th.





Exposure to **21C Teaching and Learning** was the most influential positive factor with a **Low-Quality Mentoring Relationship** the most influential negative factor. Further exploration of these factors can be found below.

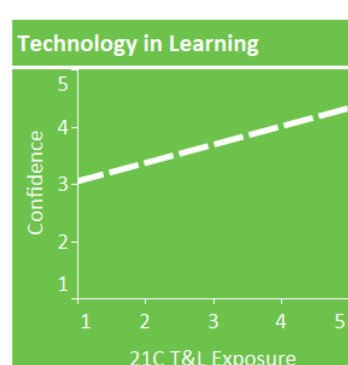
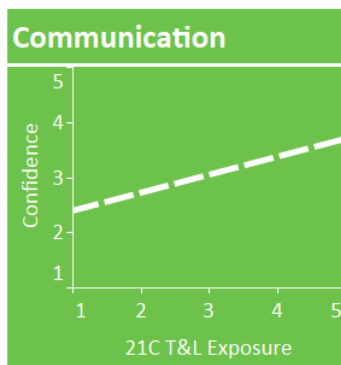
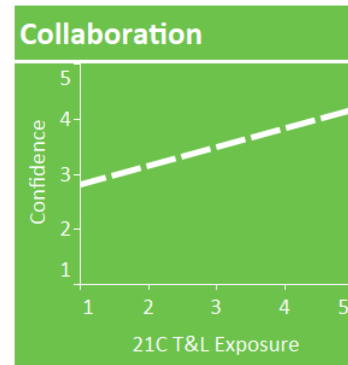
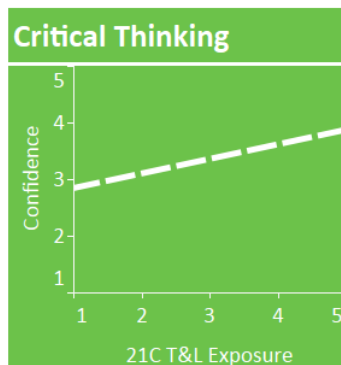
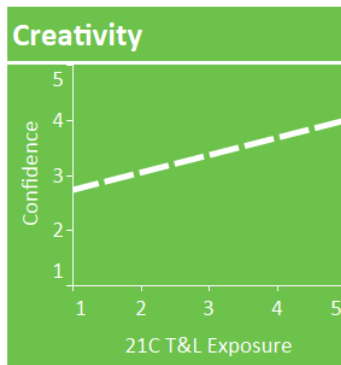
Higher scores in both **21C Teaching and Learning Exposure** and number of **Mentoring Sessions** are positively associated with higher **Student-Teacher Relationship Scores**.



- Students who stated they had a **Low-Quality Mentoring Relationship** reported - **19%** lower scores.
- Students who stated they had a **High-Quality Mentoring Relationship** reported **14%** higher scores.
- Students who listed a **School Staff** member as their **Mentor** reported **8%** higher scores.
- Students who attended a **Talk by an Expert/Professional** reported **4%** higher scores.

KEY SKILLS CONFIDENCE

Higher scores in exposure to **21C Teaching and Learning** are positively associated with higher scores in all measured **Key Skills Confidence** scales.



APPENDICES

APPENDIX A: SCALE DESCRIPTIONS.

Scale	Questions	Scoring
21st Century Teaching and Learning	<ul style="list-style-type: none"> - At school I am encouraged to be creative. - My teachers present lessons in different ways. - We often work in groups in my classes. - We frequently present our work to the class. - Technology is often used for learning in my school. - I have learned about how to plan and complete a project in school. 	<p>Average score of all responses to each question used.</p> <p>Strongly disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4) Strongly Agree (5)</p>
Active Engagement	<ul style="list-style-type: none"> - I enjoy being at school. - I like challenging assignments. - School is boring. - I enjoy participating in my classes. - I enjoy learning new things. - I learn new things that are interesting to me at school. - Learning can be fun. 	<p>Average score of all responses to each question used.</p> <p>Strongly disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4) Strongly Agree (5)</p>
Educational Aspirations and Goals	<ul style="list-style-type: none"> - My education will create many future opportunities for me. - School is important for achieving my future goals - I plan to continue my education following school - Going to college after school is important. - I am hopeful about my future 	<p>Average score of all responses to each question used.</p> <p>Strongly disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4) Strongly Agree (5)</p>
Wellbeing*	<ul style="list-style-type: none"> - I've been feeling optimistic about the future - I've been feeling useful - I've been feeling relaxed - I've been dealing with problems well - I've been thinking clearly - I've been feeling close to other people - I've been able to make up my own mind about things 	<p>Sum score of all responses to each question used.</p> <p>None of the time (1) Rarely (2) Some of the time (3) Often (4) All of the time (5).</p> <p>See https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/howto/ for complete scoring guide.</p>
Student Voice	<ul style="list-style-type: none"> - Students have a voice in decision making at school - Adults at this school listen to students' suggestions - Adults and students work together to make our school better - Students work with adults to find solutions to school problems - Students develop projects/programs that improve the whole school 	<p>Average score of all responses to each question used.</p> <p>Strongly disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4) Strongly Agree (5)</p>
Confidence in College Success*	<ul style="list-style-type: none"> - I will "fit in" socially in college/university - I will be able to make friends at college/university - I will be able to successfully graduate from college/university - I will be accepted to college 	<p>Sum score of all responses to each question used.</p> <p>Not at all confident (1) Not very confident(2) Neutral (3) Confident (4) Very confident (5)</p>
Student Teacher Relationship	<ul style="list-style-type: none"> - My teachers are there for me when I need them. - Adults at my school listen to the students. - Most teachers at my school are interested in me as a person, not just as a student. - Overall, my teachers are open and honest with me. - At my school, teachers care about students. - I enjoy talking to the teachers here. 	<p>Average score of all responses to each question used.</p> <p>Strongly disagree (1) Disagree (2) Neither agree nor disagree (3) Agree (4) Strongly Agree (5)</p>
Creativity Frequency	<ul style="list-style-type: none"> - Test out different ideas and work to improve them 	<p>Average score of all responses to each</p>

	<ul style="list-style-type: none"> - Invent a solution to difficult problems - Create something new that can help you express your ideas 	<p>question used.</p> <p>Almost never (1) A few times a term (2) 1-3 times per month (3) 1-3 times per week (4) Almost daily (5)</p>
Critical Thinking Frequency	<ul style="list-style-type: none"> - Try to solve problems or answer questions that have no single correct solution or answer - Draw your own ideas based on analysis of numbers, facts, or relevant information - Analyse different arguments, perspectives or solutions to a problem 	<p>Average score of all responses to each question used.</p> <p>Almost never (1) A few times a term (2) 1-3 times per month (3) 1-3 times per week (4) Almost daily (5)</p>
Collaboration Frequency	<ul style="list-style-type: none"> - Work in pairs or small groups to complete a task together - Work with other students to set goals and create a plan for your team - Create joint products using contributions from each student 	<p>Average score of all responses to each question used.</p> <p>Almost never (1) A few times a term (2) 1-3 times per month (3) 1-3 times per week (4) Almost daily (5)</p>
Communication Frequency	<ul style="list-style-type: none"> - Communicate your ideas using media other than a written paper (e.g., posters, video, blogs, etc.) - Prepare and deliver an oral presentation to the teacher or others - Answer questions in front of an audience 	<p>Average score of all responses to each question used.</p> <p>Almost never (1) A few times a term (2) 1-3 times per month (3) 1-3 times per week (4) Almost daily (5)</p>
Self-direction Frequency	<ul style="list-style-type: none"> - Track your own progress and change things if you are not working the way that you should be to complete a task - Assess the quality of your work before it is completed - Use peer, teacher or expert feedback to change your work 	<p>Average score of all responses to each question used.</p> <p>Almost never (1) A few times a term (2) 1-3 times per month (3) 1-3 times per week (4) Almost daily (5)</p>
Technology in Learning Frequency	<ul style="list-style-type: none"> - Use technology to work in a team (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.) - Use technology to keep track of your work on assignments - Use technology to help to share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.) 	<p>Average score of all responses to each question used.</p> <p>Almost never (1) A few times a term (2) 1-3 times per month (3) 1-3 times per week (4) Almost daily (5)</p>
Creativity Confidence	<ul style="list-style-type: none"> - Test out different ideas and work to improve them - Invent a solution to difficult problems - Create something new that can help you express your ideas 	<p>Average score of all responses to each question used.</p> <p>Not at all confident (1) Not very confident(2) Neutral (3) Confident (4) Very confident (5)</p>
Critical Thinking Confidence	<ul style="list-style-type: none"> - Try to solve problems or answer questions that have no single correct solution or answer - Draw your own ideas based on analysis of numbers, facts, or relevant information - Analyse different arguments, perspectives or solutions to a problem 	<p>Average score of all responses to each question used.</p> <p>Not at all confident (1) Not very confident(2) Neutral (3) Confident (4) Very confident (5)</p>
Collaboration Confidence	<ul style="list-style-type: none"> - Work in pairs or small groups to complete a task together - Work with other students to set goals and create a plan for your team - Create joint products using contributions from each student 	<p>Average score of all responses to each question used.</p> <p>Not at all confident (1) Not very confident(2) Neutral (3) Confident (4)</p>

Communication Confidence	<ul style="list-style-type: none"> - - Communicate your ideas using media other than a written paper (e.g., posters, video, blogs, etc.) - Prepare and deliver an oral presentation to the teacher or others - Answer questions in front of an audience 	<p>Very confident (5)</p> <p>Average score of all responses to each question used.</p> <p>Not at all confident (1)</p> <p>Not very confident(2)</p> <p>Neutral (3)</p> <p>Confident (4)</p> <p>Very confident (5)</p>
Self-direction Confidence	<ul style="list-style-type: none"> - - Track your own progress and change things if you are not working the way that you should be to complete a task - Assess the quality of your work before it is completed - Use peer, teacher or expert feedback to change your work 	<p>Average score of all responses to each question used.</p> <p>Not at all confident (1)</p> <p>Not very confident(2)</p> <p>Neutral (3)</p> <p>Confident (4)</p> <p>Very confident (5)</p>
Technology in Learning Confidence	<ul style="list-style-type: none"> - Use technology to work in a team (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.) - Use technology to keep track of your work on assignments - Use technology to help to share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.) 	<p>Average score of all responses to each question used.</p> <p>Not at all confident (1)</p> <p>Not very confident(2)</p> <p>Neutral (3)</p> <p>Confident (4)</p> <p>Very confident (5)</p>